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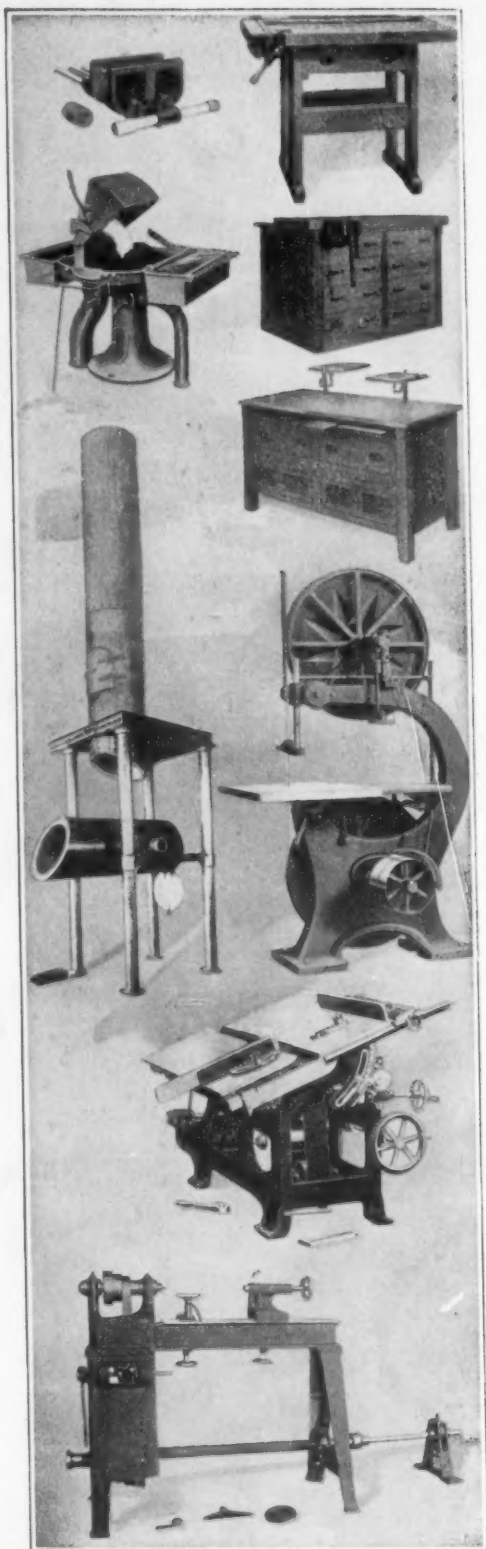
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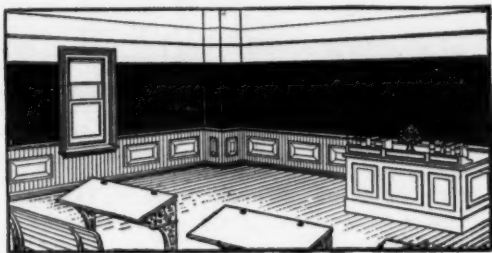
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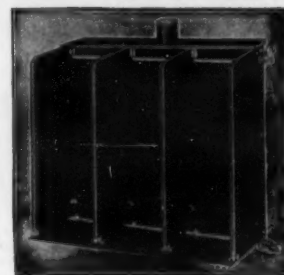


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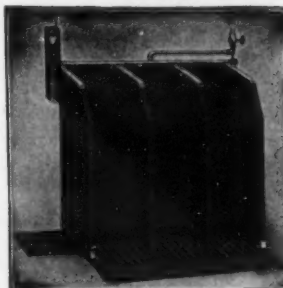
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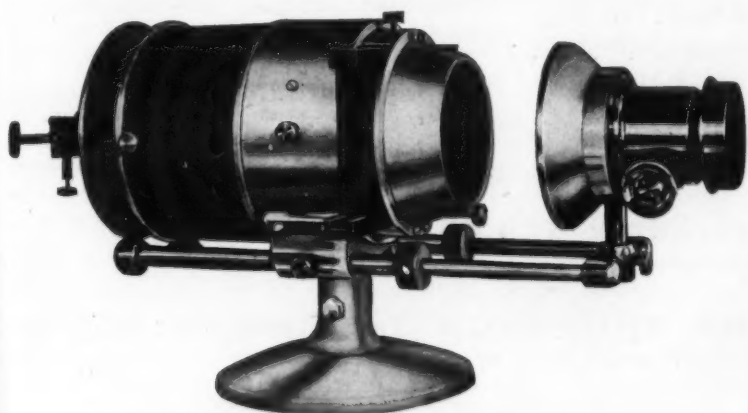
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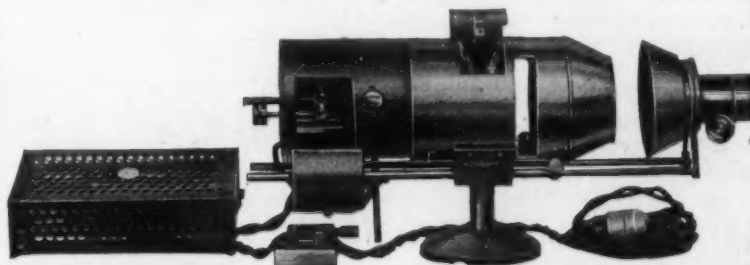
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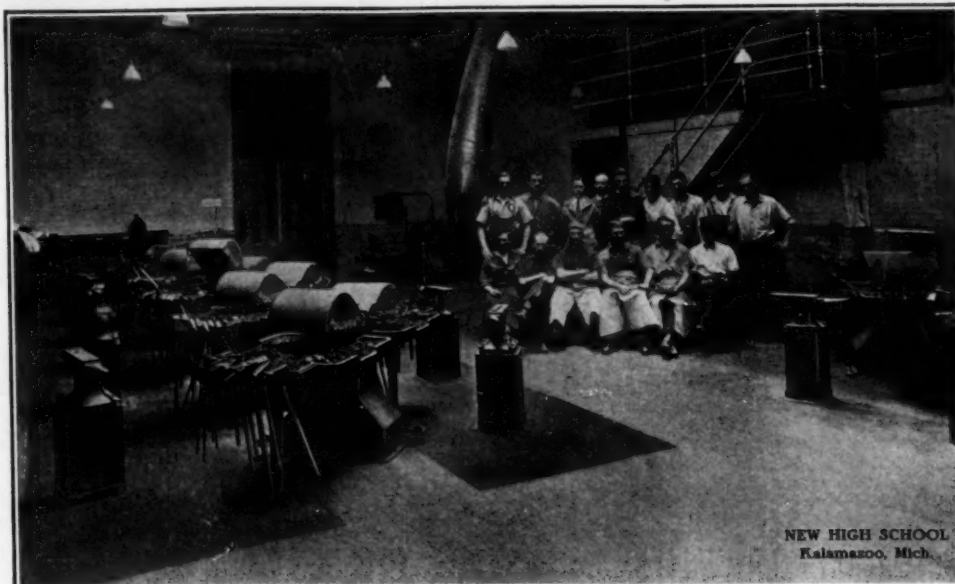
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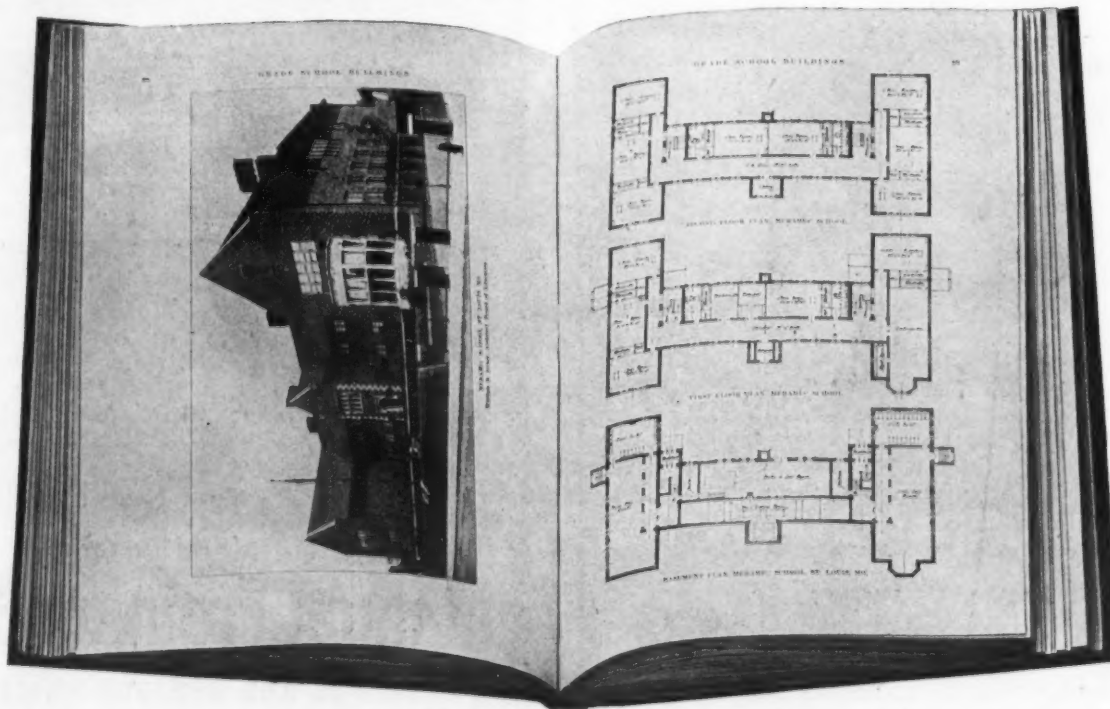
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MAY, 1914

No. 5

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EDITORIAL MATERIAL—Manuscripts and photographs bearing on school administration, superintendence, school architecture and sanitation, and related topics are solicited. Unavailable material will be promptly returned. Contributions should be mailed to Milwaukee, direct, and should be accompanied by stamps. Open letters to the editor must in all cases contain name and address of writer (not necessarily for publication) as evidence of good faith.

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Volume XLVIII, Number 5

MAY, 1914

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A NECESSARY PROTECTION

THE WAGE VALUE OF SKILL — GERMANY AND THE UNITED STATES

R. R. LUTZ, Division of Education, Russell Sage Foundation.

In our admiration for the German industrial schools we are in danger of forgetting that their success was achieved in an economic and industrial environment which differs radically from ours. The numerous studies of the German systems have been limited to the schools alone without sufficiently taking into account the industrial characteristics of the communities which the schools serve. Of these none more vitally affects the problem of industrial education than the wage remuneration of skilled workmen. The worthwhileness of industrial training depends primarily on the market value of industrial skill. The dissimilarity between wage conditions in the United States and Germany may be seen by the following comparisons.

The German Skilled Artisan Earns Less Than the American Common Laborer.

Diagram I represents graphically for the United States and Germany average hourly wages of building laborers and the following skilled workmen in the building trades: carpenters, bricklayers, stonemasons, stonecutters, painters, plumbers, gasfitters, and steamfitters. The data cover nine years—from 1899 to 1907 inclusive. Comparable figures for the period subsequent to 1907 are not available.

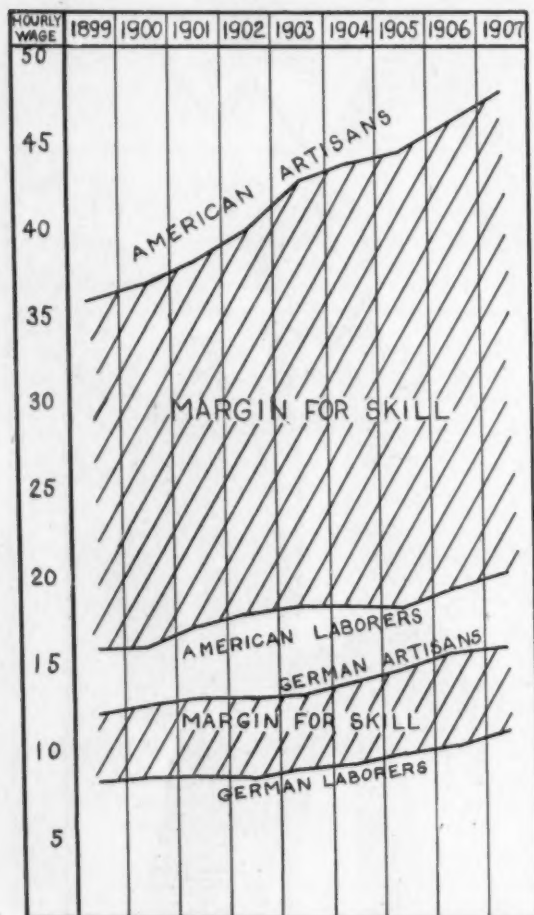


Diagram I. Average Hourly Wages of Skilled Artisans and Common Laborers in Germany and the United States. Wages in Cents Per Hour.

Judged by our standards, wages in Germany for both skilled and unskilled labor are very low. The skilled worker earns less than one-third the average wage earned by the American artisan. Even more striking is the fact that the German artisan earns much less than the American common laborer. Average hourly wages for nine years are as follows:

American skilled artisans...	41.3 cents
American common laborers...	17.5 cents
German skilled artisans.....	13.3 cents
German common laborers...	8.9 cents

Food Values Per Working Hour.

The current assumption that the lower cost of living in Germany makes up for the differ-

ence in wages seems to be unfounded. Rents are lower but prices of food average nearly as high as in this country. Diagram II shows the number of pounds of various staple articles of food which one hour's work by the average skilled workman in each country will purchase at the prices prevailing in that country.

This comparison of the purchasing power of labor shows that the American artisan can obtain for his hour's work more than twice as

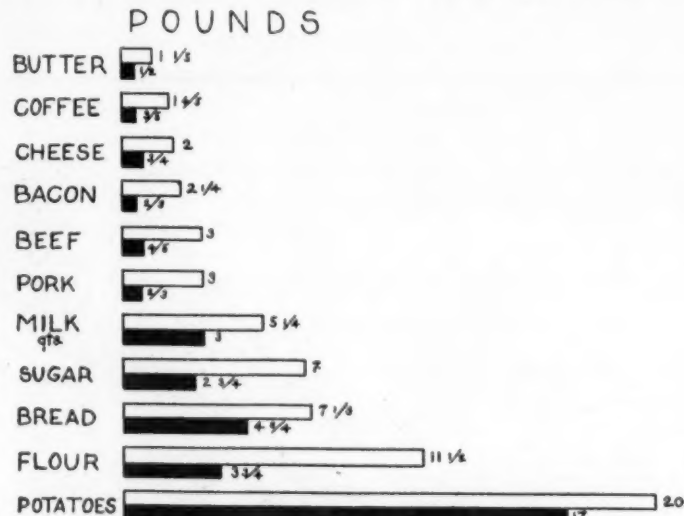


Diagram II. Number of Pounds of Different Food Stuffs American and German Artisans Can Buy for One Hour's Work. American, White; German, Black.

much butter, or coffee, or cheese, or bacon, or beef, or pork, or sugar, or flour, as can the German artisan. Of the other three articles listed he can buy 75 per cent more milk, 54 per cent more bread, and nearly 18 per cent more potatoes. Only by a straight potato diet can the German worker attain even an approximate equality of reward per working hour.

The Margin for Skill.

In Diagram I the space between the lines indicating laborers' and artisans' wages is marked, "Wage Margin for Skill." In all wage statistics the matter of chief interest to vocational education is not how much the skilled man gets, but how much more he gets than the unskilled man. The unskilled laborer is the minimum labor unit. He need be little more than a healthy human animal. His job demands neither education nor special training. The skilled artisan is this human animal plus a certain amount of knowledge and skill, and the money value of this knowledge and skill is the margin or difference between the wages of skilled and unskilled labor.

For example, from 1899 to 1907 American artisans earned on an average 41.3 cents an hour, while as a common laborer he could have earned but 17.5 cents an hour. His skill brought him in 23.8 cents an hour. During the same period the German artisan averaged 13.3 cents an hour and the German laborer 8.9 cents per hour, a difference of 4.4 cents per hour in favor of the artisan. Appraising the money value of skill in the two countries on the basis of these figures, we have:

United States.....	23.8 cents per hour
Germany	4.4 cents per hour

Relative Value of Skill Decreasing in Germany

Of greater importance than the difference in dollars and cents are the relative values of skilled and common labor—that is, the per cent by which skilled wages exceed unskilled wages. The years for which these data are presented fall within the period of greatest development of the German industrial school system. Diagram III shows the trend of relative skilled wages

during this time. In 1899 the American artisan earned 127 per cent more than the American laborer, rising to 140 per cent in 1907, while the average for the whole period was 135 per cent. In Germany the trend was downward, from 51 per cent in 1899 to 43 per cent in 1907, with an average of 49 per cent. In other words, it appears that skilled labor tends to grow relatively cheaper in Germany and dearer in this country.

The fact that this downward tendency, this

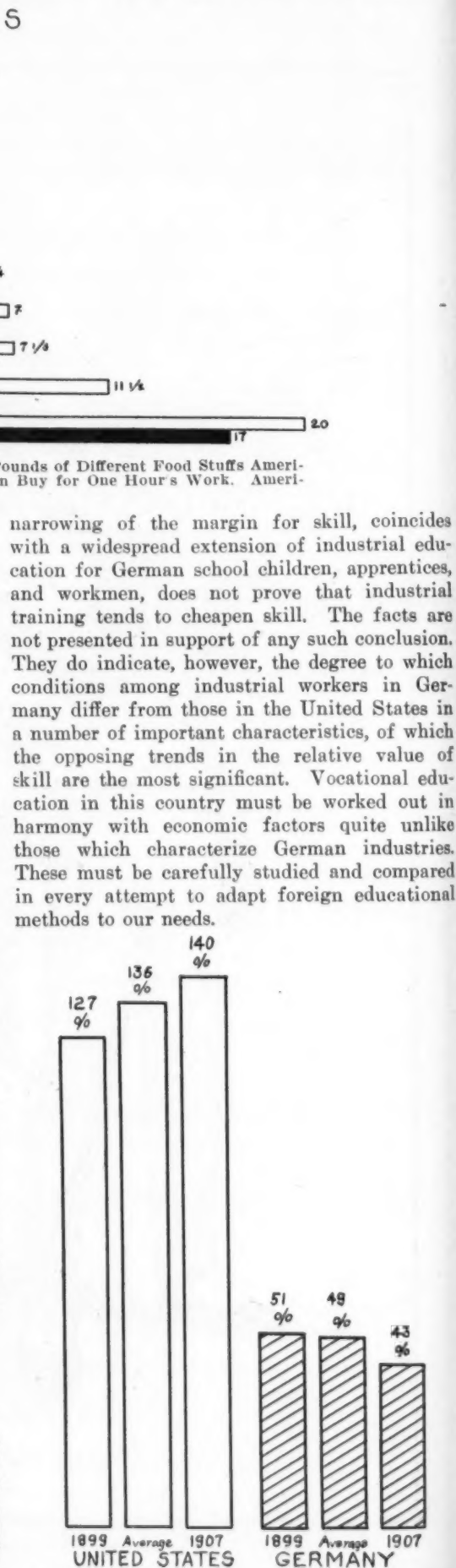


Diagram III. Trend in Relative Value of Skill. Per Cent by Which Skilled Wages Exceed Unskilled Wages.



Tort Responsibility of Schools and School Officials

By HARRY R. TRUSLER, A. M., L. L. B.
Professor of Law, University of Florida



Under certain circumstances school officials may sustain a civil responsibility to persons injured by the mismanagement of school property. This liability may be either contractual or tortious; that is to say, it may arise either because of the breach of a contract or because of the breach of a duty imposed by law independent of contract. For the most part only the remedies afforded by law for torts of school corporations and their officials will be here considered. This subject, nevertheless, embraces many legal problems of great delicacy and difficulty.

1.—The Tort Responsibility of Schools—General Doctrine.

A long line of American decisions exempts school corporations from liability for non-contract injuries inflicted by them, whether the injury be inflicted upon the person or property of the teacher, pupil, or any other person. In a leading Pennsylvania case on this subject (1888, 1 L. R. A. 606), it appears that a number of children were standing near the stove of a schoolroom in which the janitor was attempting to kindle a fire. Failing to produce the desired result, he threw a dish of crude petroleum into the stove. The result was an explosion by which one of the pupils was severely burned. The board of directors had been twice notified of this method of kindling fires by its janitor, and warned of the danger of permitting its continuance; and, altho the matter was discussed by that body, apparently no further attention was paid to it. The court non-suited the action for damages by the injured child against the school district.

Chief Justice Gordon, in holding the district not responsible for the injuries arising from the negligence of its janitor, said: "To make school districts responsible for the misfeasance of their officers would in many cases prove injurious, if not destructive, to the public welfare. A weak and poor district is saddled with a heavy bill of damages—in this case, for instance, because a child has been burned thru the negligence of

the janitor; in another, perhaps, because there has been no fire and a pupil's limbs have been frozen, or because the house was open and it has caught cold; it has been maltreated by the teacher, or has contracted spinal disease because of improper seats, etc., and as a consequence the schools must be closed, and the ordinary taxation, perhaps for years, together with the state appropriation, must be applied to the payment of the bill."

"The rule heretofore has been that individual advantage must give way to public welfare; but the proposition of the plaintiff is to make individual grievance override the public good; to make the public funds the primary source of individual compensation. A child has been injured by the negligence of the school janitor, therefore stop the schools and appropriate the money of the state and district for the purpose of compensating the child and its parents. This is certainly running the idea of individual compensation to the last degree of absurdity; it is an attempt to open a new field for this kind of litigation, profitable indeed to the individual, but ruinous to the public; hence, one that we are not disposed to encourage."

Typical Examples.

With remarkable unanimity the American courts have announced the non-liability of school districts in similar cases. Some cases place the exemption on the ground that there is no fund to meet such damages and some cases turn on the point that, as the relation of master and servant does not exist between the district and its employees, the principle of *respondet superior* cannot be applied. It follows that a board of education is never liable for the consequences of a breach of public duty, or the neglect or wrong of its officers, unless there is a statute expressly imposing such liability. This doctrine has been applied in a variety of cases.

A child attending a public schoolhouse provided by a city cannot maintain an action against the city for an injury suffered by reason of the unsafe condition of a stair-case in the schoolhouse, over which he is passing, altho the school committee, for a long time before the accident, knew the building to be unfit for school purposes, and had been notified by the teachers of its dangerous condition (1877, Mass., 23 Am. Rep. 332). A town, which has assumed the duties of school districts, is not liable for an injury sustained by a scholar attending a public school from a dangerous excavation in the school yard, owing to the negligence of the town officers. Undoubtedly the negligence of the city in this case was flagrant, as the excavation was about eight feet deep and was allowed to remain open in the school yard for about eighteen months prior to the injury complained of (1860, Mass., 14 Gray, 541).

Any duty of a school district to transport school children to and from school is a public duty, and their right to be so transported is a public right, so that in the absence of a statute making the district liable an action may not be maintained against it for personal injury to a scholar from its negligent furnishing of un-

safe and unsuitable means of conveyance (1904, N. H., 57 Atl. 332).

In Maryland the County School Commissioners negligently permitted a wire to be strung across a public school lot. As a result one of the pupils was so injured thereby that she died. It was held that an action does not lie against such board for negligence causing such accident, since the authority of the board to sue and be sued relates to suits pertaining to educational matters, and the board is not and cannot be provided with any funds with which to pay a judgment for damages (1902, 51 Atl. 289).

A board of education is not liable in its corporate capacity where, in excavating on its own lots for the erection of a school building, it wrongfully and negligently carried the excavation below the statutory depth of nine feet, thereby undermining and injuring the foundation and walls of a building of an adjoining owner (1905, Ohio, 74 N. E. 646). In denying a recovery Judge Price said: "The board is not authorized to commit a tort—to be careless or negligent—and when it commits a wrong or tort it does not in that respect represent the district and for its negligence or tort in any form the board cannot make the district liable. It is without power to levy taxes except for school and schoolhouse purposes, and therefore no levy could be legally made to pay a judgment against it if one should be recovered for its tort. These boards are but arms of the sovereign, the state, and the latter has neither authorized nor permitted, by any law, its agents to be sued for tort to either person or property."

Non-Pecuniary Remedies: Injunction, Mandamus.

"In conclusion upon the subject of remedies," said Judge Price in the above case (74 N. E. 646), "we do not mean it to be understood that the alleged excessive and wrongful excavation without protecting the plaintiff's property might not have been restrained in a proper and timely action for that purpose." This is the general rule (22 Cyc. 883), and it is in harmony with the proposition that an injunction will be granted against a charitable corporation for a nuisance, as this will not deplete its funds, altho damages will not be awarded against it (28 L. R. A. 394). The courts will restrain a school board from committing many wrongs tortious or contractual. Thus, for example, a school board may be enjoined from illegally adopting textbooks (70 Pac. 984), or from locating a schoolhouse (21 So. 467), or from letting contracts for buildings or supplies (52 Md. 442).

Just as school boards may be enjoined from committing a tortious act, so they may be mandamus to perform a legal act of a ministerial nature. This extraordinary remedy, however, is not available to compel the performance of a discretionary act. Yet in many cases this writ has been issued against school boards. Thus in cases where school boards have arbitrarily refused to act, they have been forced by mandamus to issue a diploma (Note 3 L. R. A. 1115), to admit or reinstate qualified persons as students (9 N. W. 356), to examine teachers (2 N.

Note.—This is one of a series of articles which will be published in book form with the title, "Law in Its Relation to Schools and Teachers."

A tort, as lawyers consider it, is a civil wrong arising independent of contract and redressable by an award of damages in a court of law. The wrongful dismissal of a teacher, for example, is a breach of contract for which the district may be sued; on the other hand, falsely and maliciously to assign professional incompetency as a reason for such dismissal is a tort for which the defamer is personally responsible.

The abbreviations within parentheses in this article refer to judicial decisions: "1877, Mass., 23 Am. Rep. 332," for example, means that in the twenty-third volume of the American Reports, page 332, is found the case in question, decided in the year 1877 by the Supreme court of Massachusetts. Other abbreviations used are: Am. Dec.—American Decisions; Am. St. Rep.—American State Reports; Atl.—Atlantic Reporter; Cyc.—Cyclopedia of Law; Gray—Gray's Reports; L. R. A.—Lawyers' Reports Annotated; L. R. A. N. S.—Lawyers' Report Annotated New Series; Mo. App.—Missouri Appeal Reports; N. W.—Northwestern Reporter; N. E.—Northeastern Reporter; S. E.—Southeastern Reporter; S. W.—Southwestern Reporter; So.—Southern Reporter.

W. 1009), to issue teachers' certificates (69 S. W. 1076), to use textbooks adopted in pursuance of statute (7 L. R. A. 240), and in general to perform any ministerial function.

Mechanics' Liens.

Just as the function of the school board is public, so the property of the board is public. It follows, therefore, that claims that cannot be enforced directly against the board cannot be enforced indirectly against the property of the board. In the absence of a statute in express terms authorizing it, there can be no mechanics' liens on the public buildings of a state, or the subdivisions thereof, since such liens would be contrary to public policy and incapable of enforcement (41 L. R. A., N. S. 315). This is an almost universal proposition of law in this country, altho Kansas and perhaps Louisiana have adopted a contrary rule (20 L. R. A., N. S. 261). The reason for this rule has been thus stated by Chief Justice Baldwin of Connecticut (1909, 71 Atl. 911): "The possessor of a mechanics' lien on real estate can gain title to it by foreclosure. If such a lien can be imposed on public buildings they can thus be turned into private buildings. If it can attach to a schoolhouse, it is difficult to see why it would not equally attach to a city hall, a county court house, or a county jail. It would be intolerable to put it in the power of a private citizen to take possession of a court house and turn out the courts, or of the jail and turn out the prisoners."

Taxes and Special Assessments.

The public nature of school property is also indicated in the matter of taxation. Statutes generally exempt it from taxation, and where they are silent it is generally held exempt by implication. Says Judge Cooley (Cooley on Taxation—2nd edition—p. 172): "All such property is taxable, if the state shall see fit to tax it; but to levy a tax upon it would render necessary new taxes to meet the demand of this tax, and thus the public would be taxing itself in order to raise money to pay over to itself, and no one would be benefited but the officers employed, whose compensation would go to increase the useless levy."

It may doubtless be inferred that analogous reasoning would exempt school property from the payment of special assessments for sidewalks and similar improvements immediately beneficial thereto. Such, indeed, is the holding of many cases. But the courts are about evenly divided numerically upon the question whether the property devoted exclusively to public use is liable for these special assessments. A recent decision of the Montana Supreme Court has adjudged school property liable for such assessments (1912, 122 Pac. 742).

As pointed out by the above decision, assessments for special municipal improvements, such as the construction of sewers, or the building of sidewalks are not taxes; hence constitutional and statutory provisions exempting property from taxation have no application to such assessments, and school districts, according to some authorities, are liable therefor. In justification of its position the Court said: "The question is largely one of public policy. We hold that these improvements are especially beneficial to school property."

The court recognized the legal impediment to selling the school property to satisfy such a lien, but refused on that account to deny the legality of the claim, saying: "If the assessment is valid and the procedure by foreclosure of the lien is not available, the right will not fail because of failure of a specific remedy, but the courts will invoke any appropriate remedy to meet the exigencies of the particular case."



DR. A. A. KINCANNON,
Superintendent of Schools-Elect, Memphis, Tenn.

Liability of Cities.

While mere school corporations have uniformly escaped liability for damages arising from the negligent management of their property, municipalities controlling and operating public schools have not always been so fortunate. Some courts, it is true, have treated them exactly as ordinary school districts; but other courts have imposed greater liabilities upon them. Thus a city was held liable to the owner of property adjoining a schoolhouse for damages to said property resulting from a defectively constructed cesspool maintained upon the property owned by the city and used for public school purposes (1890, Pa., 20 Am. St. Rep. 885). In reaching this conclusion an earlier case (1888, 121 Pa. St. 543) was distinguished on the ground that in the former case the suit was against a quasi corporation with no money except a school fund, which could not be used to pay the damages claimed. In the latter case the action was against a city and was for a nuisance arising from the misuse of its land, *which is a matter for which cities have usually been held liable.*

Attention to this italicized proposition will harmonize some apparently conflicting cases. Thus the Kentucky decision (63 L. R. A. 653) holding that "by furnishing a lot and building for the use of a school district a city does not become responsible to patrons of the school for its safe condition" may be explained on the ground that a city is not generally responsible for injuries resulting from defective buildings used for public purposes (28 Cyc. 1308): while on the other hand, as a rule, the city is liable for damages proximately arising from negligently and improperly constructed sewers, drains, and water courses (28 Cyc. 1315), or from failure to keep its streets in a reasonably safe condition (28 Cyc. 1341), or from excavations left unguarded on property adjacent to the street (28 Cyc. 1383).

The distinction drawn by the Pennsylvania Supreme Court in the cesspool case, it is submitted, is well founded. A city ordinarily is bound to find an outlet for the water on its land without encroaching on the land of another. It is liable, as a rule, for creating or maintaining any nuisance upon its property (15 Am. St. Rep. 845). Why should the rule be varied when the wrong complained of issues from city property devoted to school purposes? A recovery does not divert school money from school purposes; it reaches city money only. The city and not the school board is the defendant in the case.

Other cases have announced a doctrine confirmatory of this view. Thus where a statute authorizes a town to abolish all school districts within its limits, and assume and maintain control of the public schools therein, and by virtue thereof the town of New Medford, Conn., did so, it was held responsible for pollution of a stream by sewerage discharged into it by one of the schools, tho such nuisance was created

before the consolidation (1900, Conn., 45 Atl. 167).

A similar principle in 1899 was declared by the Supreme Court of Illinois, which held it is no defense to an action against a city for an alleged illegal discrimination against children of African descent that the acts complained of were done or permitted by a board of education to whom the council had delegated the "power to indicate and determine what schools the pupils of the public schools shall attend" (54 N. E. 421). Said Judge Carter: "The mayor and council cannot shield themselves behind the board of education, which they by ordinance have created."

Defense of Cities.

But the tort liability of cities for damages arising from the mismanagement of their school property is subject to many important limitations. There can be no recovery against a city for injuries caused by a nuisance, unless the corporation has such control as makes the wrong a violation of its legal duty (35 Mo. App. 70). Consequently, if an injury is inflicted on account of the wrongful management of school property, and this management is vested exclusively in a school board, it has been held that the city is immune from liability, having no power to correct the evil complained of. Thus the city of Cincinnati was adjudged not responsible for an injury received by a scholar from a defective schoolhouse planned and maintained by the board of education, because it was held the board was not the agent of the city (25 Ohio St. 305). On the same ground New York City was held not liable to a pupil injured by a hole in the board flooring of a playground (1900, 66 N. Y. S. 382), and Philadelphia was excused from liability to a pupil injured by falling plaster (28 Pa. Super. Ct. 587).

Under this doctrine cities will generally escape liability, because in most jurisdictions a board of education is a distinct corporation for school purposes, and not a mere function or part of the municipal government of the city (28 Cyc. 577). Even if the city have immediate control and supervision of its school property, it should be remembered that the maintenance of schools is a public, not a private, function of a municipality, and the city should not be held liable, except in cases where it is liable for injuries inflicted in the maintenance of similar public functions (Note 25 L. R. A., N. S. 88). In such cases, moreover, if municipal liability results from statutes which are held not applicable to the construction and maintenance of schoolhouses, the city will escape liability (12 L. R. A. 161).

Modern English Doctrine.

After viewing the unanimous holding of the American Courts exempting school corporations from liability for the wrongful acts of their employees, the conclusion reached in a recent English decision strikes one as somewhat surprising. In this case (*Smith v. Martin et al*, 1911, 2 K. B. 775, 1912 A. Am. Annotated Cases 334), a teacher negligently directed one of her pupils, a girl 14 years of age, to poke the fire and draw the damper of a stove in the teachers' common room, where the teacher proposed to have her lunch. In carrying out this order the girl's pinafore caught fire and she was severely burned. In consequence she brought an action for damage against the teacher and the school corporation as joint defendants. The jury found that the teacher was guilty of actionable negligence in giving this order.

The appellate court decided that the judgment should go alike against teacher and school corporation. In reaching this conclusion the court held (1) that the teacher acted within the scope of her employment, which is not strictly confined to teaching and (2) the relation be-

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School are, today, national circles to the inquiry and survey and inquiry and consequence may be other two

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School Surveys and School Inquiries

By ANDREW W. EDSON, Associate City Superintendent of Schools, New York, N. Y.

School investigations, inquiries and surveys are, today, the popular movements in educational circles. It makes but little difference as to the term used. An investigation is an inquiry and survey; an inquiry is an investigation and survey; a survey may be an investigation and inquiry. What particular shade of difference may be read into each term is of little consequence; each is sure to blend into the other two.

Reasons for Surveys and Inquiries.

These movements are welcomed by the public for various reasons. In the first place many well-meaning citizens feel that the great expense involved in carrying on a system of schools is out of all proportion to the results obtained. The taxpayer cannot understand why it is necessary to erect and maintain such expensive school buildings, provide such elaborate equipment, furnish books and supplies, and pay such high salaries as they do. And he naturally welcomes a study of the comparative outlay and outcome.

Again, there is a deep-seated conviction on the part of many that the course of study is not what it should be, that our school system is out-of-joint and does not meet the demand of the times. Many maintain that the three R's and formal drill are neglected, that the work of pupils and teachers, owing to the fads and frills which are included, is superficial and that promotions from grade to grade are made without much regard to real attainments. On the other hand, it is maintained by many that too much of the work in our schools is formal drill, that the instruction given is not adapted to the needs of our young people, that the teaching and supervising force is not alive to the changed purpose of education, and that the work is not practical. Enough cases can be cited to give to either conclusion a semblance of justification.

And, again, there is a feeling, more or less prevalent, that the officials in charge of the schools are incompetent, and that a reorganization of the schools is necessary if the schools are to be placed where they should be. The reasons for this feeling are many, as every sin of omission and commission in the school department is sure to be charged to the superintendent and his assistants. This feeling is apt to be kept alive by the professional expert, who considers it his mission to criticize unfavorably whatever he investigates or surveys.

Attitude of Superintendents and School Boards.

There is a prevalent impression, cultivated by many professional experts, that the survey or investigation of any city or state school system meets with the active opposition or passive resistance of those whose activities are being inquired into. That is the hypothesis that some of these professional experts evidently build upon. This fact explains their method of approach. They assume that everything is wrong; they are suspicious and hypercritical; they give open ear to every floating rumor; they encourage complaints and receive gladly secret, even anonymous, communications; they give little, if any, attention to the progress made, the difficulties under which the teaching and supervising force labors, the present trend. They do not come to those in charge of the schools in an open and manly way to talk over the situation, to examine together existing conditions, and to seek in every way to strengthen and better them. They seem imbued with the spirit of the Western judge who said at the conclusion of a trial, "I shall take three days to consider this case, and eventually shall decide in favor of the plaintiff." They seem afraid of being charged

with "whitewashing," and so they look at everything thru blue glasses and severely condemn, for not being white, whatever they observe.

This much should be said with emphasis: There are few, if any, superintendents in this country who would not welcome a full inquiry—survey—investigation of their schools from top to bottom at any time—and the oftener the better—providing the work is done by fair-minded men imbued with a spirit of helpfulness.

Superintendents recognize weaknesses. They are cognizant of them long before the professional expert appears upon the scene. It is their business to remove these weaknesses and they are doing so as best they can, often much more slowly than they would if they had the liberty to act freely. And it should be clearly understood that these weaknesses cannot be exterminated once for all. Like weeds, they will appear again and again, in one form or another, even after careful attention by the most efficient supervision possible. As a consequence there will be constant need of surveys, inquiries, and investigations and school superintendents will be the first to call for them.

Superintendents recognize the value of an outsider's point of view and they invariably welcome the suggestions that may be offered even from college professors with little practical acquaintance with the schools, provided these suggestions are given in a right spirit. The impression that superintendents shrink from a fair investigation of the schools they supervise, is wholly wrong.

The Men Best Fitted to Engage in an Inquiry.

The ideal examiner is a man of *ability*, of *experience* and above all of the *right spirit*.

A man of ability, well read along sane and sound pedagogical lines, may bring to the school authorities and the teaching force suggestions of the highest value. He may make a comprehensive and illuminating report. He may start lines of inquiry that will be far-reaching in uplift.

A man familiar with the work he is attempting to investigate will bring to the inquiry the result of his years of experience. He will see the schools from a practical and workable standpoint—their limits and handicaps, their present and possible condition, the short-comings and their underlying causes, the present standards compared with the immediate past—in fact, *the trend*. The man of experience looks at schools thru very different eyes from those of a mere theorist. He is not likely to aim at the impossible, to ignore local conditions, to belittle the great amount of general administrative work that inevitably falls upon a superintendent.

The temptation that comes to the professional expert, the man of speculative ideals but lacking in practical experience, is to exploit preconceived theories, or to formulate theories, new and untried, entirely ignoring local conditions, the possible and practicable.

The man of right spirit will strive to recognize conditions as they exist, to make reasonable allowance for failure to reach the ideal, and will strive to encourage, assist, and strengthen the teaching and supervising force in their difficult and delicate task of training our boys and girls to be intelligent and well disposed men and women. In other words, he will strive to build up rather than tear down.

He will approach his problem with an open mind. He will go directly to those in authority and in a manly way confer with them at the very start, and confer with them all along the way, in order that he may be sure that he is getting the facts as they are, that he may thor-

ly understand his problem before he attempts to shape his own theories and to prescribe remedies.

He will consider that there is a professional aspect to the inquiry that he is in duty bound to recognize, if he has any claim whatever to be in the teaching profession. He will recognize that some consideration should be shown to the men—men of recognized ability and large experience—who possibly under trying conditions have been carrying on a stupendous work for the past years, and who are fortunate indeed, under the conditions imposed, to have made the progress they have. And he will acknowledge that there must be some praiseworthy features that should be recognized and included in any report, lest the public get a wrong impression of the schools they support.

The teaching and supervising force never ask for special favors from investigators. All they ask, and what they have a right to expect, is fair play.

There is no institution and no system of schools that cannot be made the butt of ridicule if the examiners take a cynical attitude, if they ignore present conditions and past achievements, if they fail to recognize the limitations that beset the men engaged in the work, and the great advance already made. What pedagogical department in any college cannot be made the laughing stock of the community, if the investigator is so disposed?

It is sometimes said that it makes little difference who conducts the survey-inquiry, as facts are facts, that facts are all that are called for, and that a man without experience—a college student or professor, or a man in some other profession—can secure facts. Nothing can be more misleading. What is needed are fair and honest statements by men capable and willing to make them, not half-truths and distorted facts, exploited for a purpose. It is an easy matter to prepare a report with just enough of facts here and there in it, but with omissions, distortions, and misstatements skillfully distributed, so as to give the public an entirely erroneous view of their schools, and to place the supervising force at a great disadvantage.

In some of the recent inquiry-surveys the teaching and supervising force have been amazed and amused at the speed with which the investigators learned, or thought they learned, all about the schools they were surveying. These inquirers seemed to be satisfied with a glance here and there, with a few hurried inspections in and about the schools, with answers to a few inquiries, and with tables of statistics. And then there followed the elaborate and impressive reports which embrace the whole pedagogical theory of these surveyors, much of which was clearly manufactured for the occasion, for the world at large, rather than for the distinctive purpose of aiding the particular schools surveyed.

The Outcome.

The outcome of any extended school inquiry should be threefold: It should inspire the school authorities including the Board of Education and its teaching and supervising force, to greater exertion in remedying defects and in supporting all well-directed efforts to improve the schools. Education is never static. Defects, either old or new, will always be found. The need of vigilance, of criticism, of improvement will always exist. All in any way connected with the schools must ever be on the alert to keep step with every advance.

Again, a school inquiry should lead the financial authorities to recognize the necessity of appropriating more liberally for the support of

(Concluded on Page 74)



AVENUE 62 SCHOOL GARDEN, LOS ANGELES, CAL.

SCHOOL GARDENS IN AMERICA

By V. E. KILPATRICK, New York City.

Are you quite sure, Mr. School Board Member, that in erecting princely school buildings you are doing the greatest thing to foster the true education of little children? You know your beautiful building will surely protect them from the rains, the driving winds, and the blinding snows, but did you ever think that to run in the sun, to buffet the storm and to overcome the wind, are very important elements in the building up of a strong manhood? The building is good, but can't we overdo educational incarceration in heated chambers?

One beautiful morning in September I looked out of my office window and saw a mother leading her little babe to school for the first time. Before turning the corner to the main street, where she felt somewhat screened from view, I saw her pick up this little toddler and hold him long in her arms. Somehow it made me wonder if I, as a teacher, was able to do more for that child than she. I wondered if I were just ready to say that the four dingy walls of the school-room were better than the great outdoors for her little boy. I do not wonder that she hesitated. Perhaps it would be better if mothers waited a little longer before taking their babies away from the flowers and the trees, and the chickens, and the kittens—in fact, I have a feeling that it is just as incumbent upon the board of education to provide land for the outdoor education as it is to provide buildings for the indoor education. A school garden is this Outdoor Education.

How Long Have We Had School Gardens?

School Gardens have existed in Europe for more than 100 years. In France, Germany, Russia and Austria they are known to exist in great numbers. But the form of the European school garden not being like the American development makes quite another story. In America we find a formal school garden as long ago as 1858, in Stamford, Conn. In 1885, there was a well developed school garden in connection with the Cook County Normal School in Chicago, Ill. From that date on school gardens have been known to exist especially in normal schools in many parts of the United States. In 1891, at the Putnam Grammar School in Boston a school

garden was started which is probably the first known attempt of a school garden in connection with a public elementary school. A little later, 1897, one of the most interesting beginnings in this country was made in the establishment of the Boys' School Garden in Dayton, O., under the auspices of the National Cash Register Company. It is probable that most of the school gardening of the United States, especially that conducted by betterment organizations, sprung from this most successful experiment in Dayton, O. The Boys' Garden School of Dayton, Ohio, is, after seventeen years, the best children's garden in the United States. In 1899 school garden work was taken up in Louisville, Kentucky; in 1900, in Cleveland, Ohio; in 1902, in New York City and in 1903 in Yonkers, N. Y., and from this time on we find it springing up in hundreds of towns and cities in this country and Canada.

Where are School Gardens?

Really, I have come to believe that school gardens are almost everywhere. Investigations show that there is scarcely a city or a town in the United States but that boasts of some form of school-garden work. But the cities that have the best organized garden work, as far as I am able to learn, are the following:

On the Pacific Slope we find beautiful school gardens conducted as a part of the educational system in Los Angeles, Fresno, Oakland and Portland. Coming farther east there is splendid work done in St. Paul, Lincoln, St. Louis, and Dubuque. In the Middle West, we find beautiful school gardens in Chicago, Grand Rapids, Detroit, Cleveland, Dayton, Cincinnati, Louisville, South Bend, East Chicago and other cities. In the East and South, Boston, Springfield, Providence, New Haven, North Adams, Rochester, Yonkers, Buffalo, New York City,



TWENTIETH STREET SCHOOL GARDEN, LOS ANGELES, CAL.

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CORNER OF SCHOOL GARDEN, BROCKTON, MASS.
More than 1,500 children in Brockton had gardens in 1913.



McKINLEY SCHOOL GARDEN, LINCOLN, NEBR.
Fences, sign, garden seat, bird fountain, etc., built by manual training classes.

Philadelphia, Pittsburgh, Hampton, Richmond, Rock Hill, Athens, Atlanta, Birmingham, Washington, and Memphis.

I have tried to list in the above paragraph the cities where the most has been done in regular organized school and home-garden work. In many of these cities the work is confined to home gardens under the auspices of the schools or of civic organizations, while in other cities a large number of school gardens are conducted directly by the public schools and supported more or less in the same way as the public schools.

Who Support School Gardens?

I find that most of the school gardening in the United States today is supported by her teachers, both thru their labor and out of their pocketbooks. In fact, I have come to feel that this is one of the greatest tributes to the work. The teachers feel and realize that it is needed beyond a doubt, and, when once a teacher starts in the work, he will not give it up. Social welfare organizations, church societies, and especially women's clubs have supported the school-garden work in various communities. We also find that in some cities the newspapers have given a great deal of direct support as well as publicity, which has been seconded by commercial clubs and special adult garden clubs—this is notably true in the cities of Portland, St. Paul, Minneapolis, and Cleveland.

Now, no one objects to all this free will offering and direct sacrifice and endeavor on the part of good people. It benefits the giver as well as the child; but I regret to note that much of this kind of work has many times resulted in re-

action, and school gardening has suffered great setbacks because the agencies which were supporting it in given localities were unable to support the work any longer, and it had to be abandoned. If school gardening be worth while, it is just as important to conduct it effectively as it is to conduct anything else with efficiency. If school gardening is valuable for children, then the same support should be given to it as is given to other branches of education which are of recognized value.

What Are School Gardens?

I suppose it may seem a little late in this discussion to ask this question, but really there has been not a little confusion in determining just what school-garden work is. School-garden work, for example, may or may not be elementary agriculture. School gardening is needed mostly in cities, but there it has for its end to assist in the making of men. Elementary agriculture is concerned with the making of farmers. Then, school gardening has many forms. There is the vacant lot garden conducted sometimes during May and June by a school, and sometimes during July and August by a community club; then there is the home garden encouraged by the school authorities; the backyard garden; the city beautiful garden; including the back yard and the front yard. There are gardens on an economical basis, where the motive is to give poor children an opportunity to earn something toward the support of the family.

But to my mind, the best form of a school garden is a plot of sufficient size on school property adjoining the school building, to conduct

with children a variety of agricultural activities. This plot should be large enough to provide, first of all, for individual plots for every child in the fourth and fifth years of the school. These plots should be about 5 x 10 feet in size; larger if possible. An opportunity should be given children to raise a large variety of vegetables and flowers; to cultivate shrubs, vines and trees; to care for lawns, hedges, paths and all the necessary work involved. When this elementary start is made the work should be developed to take up simple animal husbandry, as the care of chickens, rabbits, ducks and doves. It is only another step further to some simple manual arts, as outdoor carpentry, and construction of small out-buildings and fences and elementary masonry. This, to my mind, is teaching the child to live in the open, and is the thing that we are quite liable to overlook.

How Should School Gardens Be Managed?

Of course you cannot expect to get the whole of this great subject in a paragraph, but listen to a few cardinal principles:

School gardens should be supported directly by the agencies which support the public schools. Every school can and should have a school garden, however small that garden may be. A small garden idealizes the work, and a school which supports one will find that a very large percentage of its pupils will, without encouragement even, undertake the work at home. Home gardens should be encouraged directly by the public schools. There are a number of people who realize that the school must "hark back" upon the home. Here is a magnificent point of at-

(Concluded on Page 79)



Three Gardeners of Youkers, N. Y.



Edward Gallrein, age 14, and his brother, Valley Station, Ky. Edward's yield of corn was 146 bushels on an acre. Received prize of \$75.00.



Two Prize Winners and their Tomatoes.



THE SUBSTITUTE

By

OLIVE ROBERTS BARTON



It is a prevailing idea that a young, inexperienced teacher is not worth more than about a cent and a half, as far as teaching value goes. Each month of experience adds to her value in leaps and bounds until in a year or two she is really worth the salary she is receiving.

If possible, to give her a tang of the experienced teacher before she is elected to a regular school, she is allowed to substitute—wonderful privilege—sometimes for pay, sometimes not.

And the substitute, saturated with professional ethics, and thinking that older and wiser heads than hers surely know what is good for her, goes on and *subs* and gets experience. Yes, she gets plenty of it, usually of the same brand as is meted out to the gentleman who presents himself at the kitchen door and asks for something to eat. She is about as welcome, and receives about the same courtesy in the school-room.

Children do not like a substitute.

If she has a certain kind of popularity, it is because she can be bullied. Yet it is the very teacher who can be bullied, that they despise. Here is a paradox.

This is not an article on children. If it were, I should not mention the substitute, for they have not, and never did have, anything in common. But if it were a child study a little dissertation on their vagaries might not come amiss right here.

The subject in hand can be reached from both sides, that of the children, and that of the substitute.

Suppose for an instant I do take the side of the children.

It is nine o'clock and their own teacher has not appeared. The rows are full—everyone in his seat—the gong sounds. Joseph closes the door as is his custom, and silence reigns—for a second.

Someone drops a ruler. Everyone turns, the boy across the aisle grabs it the same instant as the owner, the school looks on and applauds the tussle. Everyone begins to talk. One daring spirit gets up and runs around the room and rings the desk bell on the way.

"Hurrah! The teacher's away! Might as well have a good time!" And pandemonium reigns.

Then the door opens and Principal Smith comes in followed by a girl. Children are quick at everything. They know a girl when they see one. She's eighteen, or perhaps twenty, and thinks she is a young lady, but they know better.

"Miss Hunter will teach you today, children," he says. "Miss Stewart is sick. I don't want her to have to report any misconduct to me. I want you all to do your best and behave."

Then he vanishes and Miss Hunter, the cynosure of fifty pairs of hostile eyes, feels about as familiar with her surroundings, and as sure of winning sympathy as a Presbyterian missionary suddenly surrounded by savages in Smali-Smali land.

She knows she has spoiled their fun.

They know it, too. And they know that she

doesn't know nearly so much as they do, where the writing books are, how far they are in geography, that the teacher had offered a prize to the best speller of the week, that Elsie Johnson, the class leader, had been run over by an automobile, or anything. Why, she is an outsider, an interloper, a stranger poking her nose into their business!

The savages were showing little sign of sympathy.

The substitute read a selection from Longfellow's "Clock on the Stairs." Miss Stewart was reading straight thru "Evangeline." She didn't even know that. They regarded her with contempt.

Then she called the roll and pronounced Cecil Beighley, "Cessil Bayly," instead of "Ceecil Beeh-ley," as that young gentleman was pleased to call it.

That's all. The jig was up. She was tossed about in the chaos of recitations, exercises, and recess, as a cockleshell in a hurricane. She was gaining experience by leaps and bounds.

Had she been ten years older and permitted by school laws, she would, in back-yard vernacular, probably have "beaten the tar" out of a couple of the ringleaders and thereafter had peace and respect at least.

But being young and full of theories, and opposed to corporal punishment by creed as well as prevented by law, she had to go on—getting experience.

You can see my sympathies are with the substitute. Because—well, because I was once a substitute, young and green. I had a double handicap to start my teaching days.

When I say green, I mean that my ideals about children and teaching were unspoiled. I was

enthusiastic, full of energy, and had really splendid live plans for teaching the young idea.

It was tragic the way my ideals and plans were crushed, leaving a dead mass of conglomerate ideas that no amount of nourishing and care could foster back into life.

The substitute work I did, was like passing a rough scrubbing brush over a canvas, the bright colors of which were not yet dry.

And I was not so unsophisticated as green little Miss Hunter, whom I have just used as an illustration. I never let a school "run away" with me. I always "got along fine," according to the particular Principal Smith whose approbation I craved. I was given "hard rooms," because I was able to manage children.

But the illustration is typical of the treatment of the average *sub*, and if I were a little more fortunate than others, the dulling of my teaching instincts, the shattering of ideals, and a distaste for teaching in general, were none the less certain.

Before I had finished my Normal Work, I had been sent many places to substitute.

Afterwards I was elected, not to a room of my own, but as secretary to the principal of a large city school and general substitute for the building. As there were 25 rooms, and scarcely a day that I did not teach, my experiences were wide and varied.

One day I would be teaching "Mab has a hat," in number one, and the next in the rarified atmosphere of the top floor, I would be trying to extract history from a class of condescending young ladies and gentlemen who refused to work in the regular teacher's absence and soldiered disgracefully.

The middle floor with its paper wads and BB shot was the terror of my dreams. I didn't have much of that kind of annoyance, but I knew they were there waiting, if I gave an inch. The strain was unbearable.

You ask why I repeat these harrowing experiences of mine, and if I never had any pleasant ones at all?

Yes, I had, but they were in the minority. I was quick to feel the pulse of a room the moment I entered it, and took care always to avoid the slightest show of antagonism.

I had a natural intuition for those things. In all my experience I gathered that the common attitude of schools to substitutes is inimical, even before they know a thing in the world about her.

When I finally got my own room of little folks and settled down to reign happily in my little kingdom, I was months getting re-adjusted, trying to coax the dying embers of idealism and faith in child nature back to life.

I have no mistaken ideas now of the benefit a substitute gets by experience. It is a fallacy indeed.

So if you are away from your school for a day, or a week, try to feel kindly toward the usurper whom, dear knows, how your trusted young hopefuls are treating.



Physical Training.

PANEL ON CHICAGO CITY HALL.

John Flanagan, Sculptor.

Efficient Administration in Small City Schools

By W. S. DEFFENBAUGH, Chief of Division of School Administration, Bureau of Education, Washington, D. C.

Problems of school administration may be discussed under two heads—business and professional. Both phases of the subject are so comprehensive that any attempt at a full discussion of either in a brief paper would be presumptuous. I shall merely indicate a few problems in educational administration that must be solved if the schools are to be efficient.

The business and the professional phases are, however, so closely related that they are almost inseparable. A school superintendent who is totally oblivious to the financial phase will soon bring his board to bankruptcy, or, as only so much money is available for the schools in any city, he will not secure the best educational results from the funds appropriated.

One of the great problems, then, in professional administration is that of running the schools economically, not on a less tax rate, but with the purpose of obtaining the greatest possible efficiency from the funds in hand. A business manager may know more than the superintendent about purchasing janitor supplies and repairing buildings economically, but does he or any school board member know what *instruction* to buy; how much and in what subjects; how many pupils to be assigned a teacher; how many supervisors to be employed; how many daily recitations a high school teacher should conduct; and how many hours a high school pupil should carry?

Educational and Financial Problems Related.

Before administration can be efficient either educationally or financially, these problems must be solved. The superintendent who wishes to make the best use of the funds appropriated for instruction must determine whether he can afford to have but 25 high-school pupils in a division while each of the grade teachers has classes of 50 or 60 pupils. He must decide how much the annual cost will be reduced with 30 instead of 25 in a division. In a high school enrolling 600 students three fewer teachers will be required with 30 pupils in a division than will 25, or there will be a saving of about \$3,000 a year. This is a financial and an educational problem which the superintendent cannot ignore. Is he justified in spending \$3,000 a year additional simply because he thinks better work can be done with 25 than with 30 pupils in a class? Granted that better work can be done several other questions arise: Could not the \$3,000 saved be used to increase teachers' salaries and secure more competent instructors, thus giving a better tone to the high school? Or, could not this \$3,000 be used to relieve the congestion so often found in the lower grades, thus helping to prevent retardation?

Let me mention several other problems that must be solved if the professional administration is to be efficient:

How many recitations a week should a high school pupil carry? Most schools require twenty; some few, however, require more. If twenty recitations a week are better than 25, there is not only an educational loss but a great financial one in those schools requiring the latter number. In a high school of 300 students reciting 25 times a week in divisions of 25 pupils each it will require two more teachers; or an addition of approximately \$2,000 to the cost of instruction.

Several years ago Superintendent Frank Spaulding, of Newton, Massachusetts, reduced

the number of high school recitations a week, making seventeen hours the normal, thus saving \$4,000. In making a study of the educational gains and losses, he says that no definite nor even reliable answer can be found in mere opinion, but that the opinions of the principals and heads of departments were about equally divided for and against, with a slight tendency, on the whole, to favor the plan of seventeen hours a week, and with a fairly strong demand that the plan be given further trial. If seventeen recitations a week produce as good results, it is evident that there is a great financial waste in many schools.

Educational Losses—Financial Saving.

What would be the educational loss if a high school teacher instructs six classes a day instead of five? What will be the financial gain? With six recitations a day instead of five there would be a saving of approximately \$3,000 in a high school enrolling 600 pupils. Could not this \$3,000 be used so that there would be better educational results than can be secured by having a teacher instruct but five classes a day? Is there medical inspection? If not, which would be the better for the community, to spend \$3,000 so that no high school teacher may have more than five periods or to spend it to improve the health of the children?

In administering the elementary schools, what should be the maximum number of pupils in a room? No one knows. Yet, before there can be efficient administration this should be known. In a school of 2,400 pupils, eight more teachers would be required with 35 than with 40 pupils in a room, thus increasing the cost about \$4,800 a year. The question is, would it be better to have 40 normal children in a room instead of 25 normal and subnormal together? Could not the \$4,800 be used to establish special schools for the retarded children or for the introduction of industrial courses?

In a small city a survey was recently made and the committee found two grade buildings with a total enrollment of 299 pupils and twelve teachers. In several other buildings it was discovered that there was an unequal number of pupils in many of the rooms. A plan of consolidation was devised whereby enough was saved to equip manual training and domestic science departments and employ a teacher for each; thus, no doubt, making the schools much more efficient.

My attention was recently called to an eighth grade class of only twelve members, and to another in the same city of only eighteen members. These two classes could have been profitably combined. Often a saving can be effected by organizing the seventh and eighth grades on a departmental plan in some centrally located building. Such organization is undoubtedly more efficient educationally.

Reducing Cost of Supervision.

A problem especially difficult of solution in a small city is that of securing supervision so as not to make the cost of the supervisory force too large in proportion to that of instruction. As a rule most of the smaller cities have buildings of from four to twelve rooms each scattered over the city—a relic of ward politics when each ward had to have its own building. Suppose there are in your city ten buildings of ten rooms each and that a supervising principal is in charge of each, the cost of such supervision will be about \$9,000 a year, while the cost of instruction will be about \$60,000. If to the \$9,000 is added \$3,000 for special supervision, the total cost of supervision, not including the salary of the superintendent, would be \$12,000 or one-

fifth of the amount expended for instruction. The question whether this ratio is the correct one the superintendent who is trying to bring his schools to a high degree of efficiency must determine. It would seem that in this hypothetical case too much is being spent on the supervising force and that some other plan should be adopted.

Some of the other plans in operation are: (1) Departmental teaching in the sixth, seventh and eighth grades, the principal being free at certain periods of the day for routine work. (2) A substitute teacher to relieve the principals from teaching for a day or a half-day each week. (3) A principal to supervise three or four buildings with a head-teacher in each.

Theoretically the latter plan seems to be the most efficient. Nine or ten buildings could be placed under the supervision of three principals, at a salary of \$1,500 a year each, and the board would save \$4,500 with which to pay \$1,000 extra to the head-teachers in the ten buildings and still have \$3,500 to increase salaries and retain the best teachers.

This plan of dividing a city into districts and of placing a supervising principal over each is in successful operation in several cities. In his report for the year 1913, the superintendent of schools at Johnstown, Pa., says: "There are two ways of handling the problem of supervising the intermediate and upper grades in a city of this size. One is to require every principal of at least every eight-room building and above to use a part or all his time to supervise the work of his building; the other is to do as we have during the past year, namely, divide the city into districts and place a supervisor in charge of each district. After a year's trial the latter plan has proven a decided success and has enough advantages over the former plan to make it a permanent part of the organization of our schools. From a financial standpoint the plan now in force is much more economical than the old one. From an educational standpoint it has been a distinct boon to the schools of our city."

Analysis of Relative Values.

Before administration can be efficient each superintendent must make a study of the problems I have just mentioned. Relative values must be determined. "The we may not realize it, every time an expenditure of money is recommended educational values are assigned." In his keen analytic report of the schools at Newton, Mass., the superintendent discussing the subject of relative values says: "It has been determined, wisely or unwisely, thoughtlessly or intelligently, that in the Newton high school just now 5.9 pupil-recitations in Greek are of the same value as 23.8 pupil-recitations in French, that twelve pupil-recitations in science are equivalent in value to 19.2 pupil-recitations in English, and that it takes 41.7 pupil-recitations in vocal music to equal the value of 139 pupil-recitations in art."

Why should a school administrator thus analyze his system? Because when he is confronted with the fact that he is assigning four times the value to Greek as to French, and one and one-half times the value to science as to English, he will give more time to a study of school conditions. The report continues: "Whether we desire to do it or not, we express our relative valuations of different subjects under given conditions by the percentage of the available funds that we expend for each, just as a housewife controlling a limited family budget expresses her valuations of the various necessities, luxuries and frivolities of existence by the

Editor's Note—The accompanying paper constituted the basis of an address to the Pennsylvania Superintendents' Association in February last. The author is, by reason of his intimate knowledge with school conditions in all parts of the United States, able to speak authoritatively and suggestively on the most pressing problems of school administration in small cities.

proportion of her budget that she devotes to each. The housewife is not seldom charged with large responsibility for the high cost of living, on account of her lack of wisdom in handling the family budget. I gravely doubt that we educational administrators show any greater wisdom than the average housewife in the disposition of our always limited school budget. Unquestionably the first step toward improvement, both for the housewife and the school administrator, is to secure definite, detailed and significant knowledge of the actual disposition of the budget, whether of the family or the school."

If all school systems were subjected to a critical analysis of relative values, there is no question but that their administration would be more efficient. No superintendent of a manufacturing plant invests money just to satisfy a mere whim of his own or of one of his assistants, but to secure the best results possible for the amount expended. So should it be in school administration.

The Problem of Efficient Teachers.

Another problem of administration in the small city, and especially in the city under 20,000 population, is that of securing and retaining competent instructors. As yet not many school boards in cities of this size have adopted sufficiently high standards for the employment of teachers. No statistics giving the number of teachers in the smaller cities who have had a four-year high-school course, and an additional year's professional training is available, but judging from fragmentary data not more than one-third of the teachers in the smaller cities have graduated from a training school. It seems to me that the time is now here when a definite stand should be taken by the smaller cities, and they should require professionally trained teachers. Without some such standard many incompetent teachers will find a way into the schoolroom and keep salaries down to a minimum. If it were definitely understood that no high-school graduate would be employed without further preparation, school boards and superintendents would be afforded much relief. Happily, however, school officials are beginning to realize that teachers should be well prepared both academically and professionally, and standards are being raised, tho in some instances they are not high nor definite enough.

The question naturally arises: Who should determine the standards and who should select the teachers? There is but one logical person, and that is the superintendent. The very nature of his office permits him to determine educational and professional standards, but it is a question whether many superintendents in the smaller cities are given perfect freedom in the choice of teachers. Judging from the tone of many letters received at the United States Bureau of Education, few superintendents in cities of less than 10,000 population are given this power. A superintendent in New England writes: "I wonder in how many cities of 30,000 population and less the superintendent is allowed to select his own teachers. In my experience, I find boards of education less willing to take the superintendent's recommendation in regard to teachers than in almost any other thing, and I am at a loss to understand why, unless it is a matter so personal to them that they hesitate to follow the recommendations of the superintendent in this respect." Many others write in substance: "Boards of education are loath to give the superintendent a free hand in selecting teachers. They are prone to consider teaching positions as half-perquisites for relatives, a daughter of an old friend or business associate. They also employ 'home teachers,' often irrespective of qualifications, in preference to competent teachers who live in another city."

This state of affairs is not true in all the smaller cities, yet it is too true in some, and administration cannot be efficient until the superintendent obtains the power that rightly belongs to him.

Improving Teachers.

Assuming that the superintendent obtains the power to choose his own teachers, how are they to be brought to the highest degree of efficiency? Even if the superintendent does select, some will need careful supervision. In the small city some will be just out of normal school, and, tho they have been well trained, will need to be broken into real conditions, while others may have had experience in a country school without much supervision. These must be helped, and, if many fail, provided due care has been exercised in their selection, it is evident that the supervisors are inefficient. If many pupils fail under a teacher, suspicion is not wanting that the teaching has been poor; so if many teachers fail, suspicion points in the direction of the supervisory force.

The best method of improving teachers in a small city is that of frequent visits to the class rooms by the superintendent with the thought of helping the teacher by means of frank talks and constructive criticism. An office superintendent can do little to improve his teachers if he does not himself know wherein the teacher is failing. His principals may render much assistance, but the superintendent must make a first hand diagnosis of the case.

I find the best teaching and the best school spirit in those cities where the superintendent spends most of his time in the schools helping the teachers. One superintendent in a city employing about 100 teachers told me that salaries were low in that city, and that he could not find the teachers he should like to have. The teaching, however, was above the average, as he gave nearly all his time visiting the class rooms and offering suggestions. The details of office work were turned over to a competent

clerk. There was an excellent spirit among both teachers and pupils, due largely to the helpful visits of the superintendent.

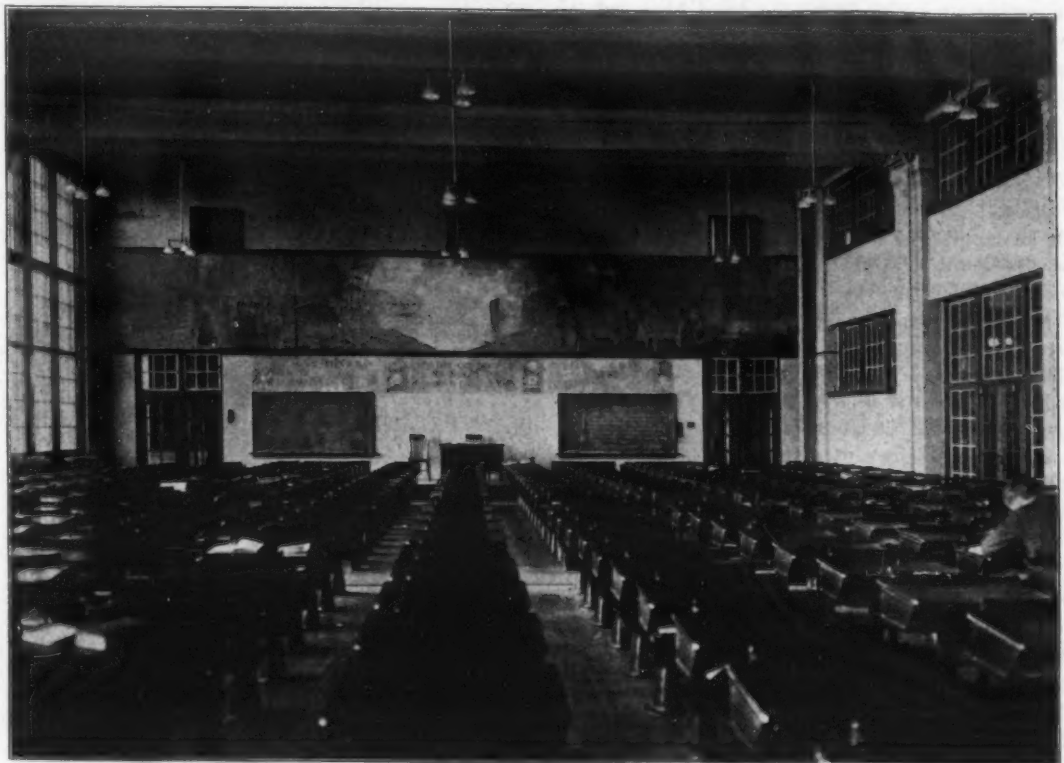
Teachers' meetings prove effective in improving a corps of teachers, especially the grade meetings in which problems of the particular grade are discussed. Some superintendents help their teachers by requiring them to give model lessons with their own pupils before the other teachers of the same grade. Others require those teachers who are not improving to attend summer schools. At Bozeman, Montana, all teachers are required to attend such schools one summer in each four, while in some other cities school authorities encourage the teachers to attend university extension lectures under the direction of a school of education.

Salary and Merit.

But one means of improving teachers has not received the attention it should—a salary schedule based upon qualifications and efficiency rather than upon experience. It is a well-known fact that promotion on experience alone does not always reward the teachers who are making the most improvement, and that this method does not tend to call forth the best effort on the part of teachers. It may, however, help retain teachers in service for a greater number of years, and should up to a certain point be a factor in salary schedules. Advanced education and professional training are often not rewarded. Dr. Strayer and Dr. Thorndike say that in formal salary schedules the premiums usually given are too low for education and too high relatively for experience in teaching.

Dr. Merriman in a study of the relation between experience and teaching concludes: "It must be said, then, in answer to the relation between experience and teaching efficiency, that beyond the first year of experience it is practically nil. After the first year the amount of experience is not an important criterion for efficient teaching in the elementary schools."

(Continued on Page 78)



ASSEMBLY ROOM OF THE HIBBING HIGH SCHOOL, HIBBING, MINN., SHOWING MURAL DECORATION.

(See page opposite.)

AN INTERESTING SCHOOLROOM DECORATION.

The opportunity for inspirational decoration of school buildings, thru mural paintings, has been almost wholly overlooked in the United States. That there is such an opportunity is becoming recognized in such centers as New

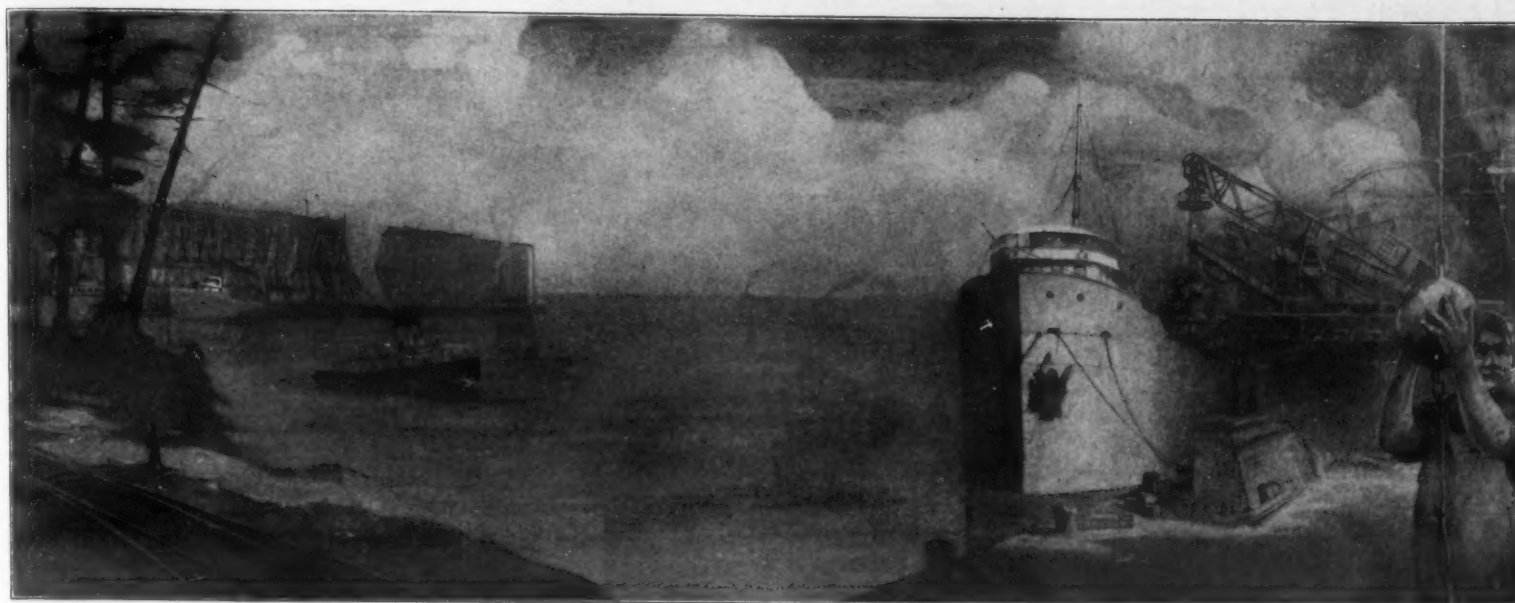
York and Chicago, where the newer high-school buildings are being fitly decorated with symbolic and historical paintings.

A most interesting example of a high-school painting is to be found in the assembly hall of the new Hibbing high school. The building is one of the masterpieces of architecture of Mr.

Wm. B. ... been rec... known w... man of ... The p... the mine... and of th... an accur... from the... detail in... engineers... different



LEFT HAND PANEL, HIBBING HIGH SCHOOL.



MIDDLE PANEL.



RIGHT HAND PANEL.

Wm. B. Ittner. The mural painting which has been recently completed is the work of a well known western artist, Mr. David Tice Workman of Minneapolis.

The painting represents the story of "Iron," the mineral which is the great source of wealth and of the entire Mesaba Range. The picture is an accurate story of the progress of iron ore from the mine to the Eastern steel mills. Every detail in it is exact having been passed by engineers, and men actively engaged in the different work represented. The machinery is

the most up-to-date in use: steam shovel was drawn from an actual shovel in the Mahoning mine; the shaft house is taken from the Morton mine; the engine is a large Mallet compound at work in the Proctor yards; the docks are those at Two Harbors and Ashtabula; the tug is a fire boat at the Duluth docks; the Bessemer furnaces are from the South Chicago Works of the Illinois Steel Company. The men portrayed in the painting are all taken from life and are characters interesting to Range people. Even the switch stands and the trees can be located

near Hibbing. Nothing in the entire panel but has its definite relation to steel making.

It is inevitable that a painting such as this is tremendously interesting and inspiring to the people whose lives are bound up in the iron and steel industries. As Mr. Workman says, "they would not look twice at a Goddess of Wisdom even if done by Valesquez, but they would enjoy the high light of a shovel because very true and the folks who live in Hibbing take great pleasure in seeing their painting and showing it to their friends."

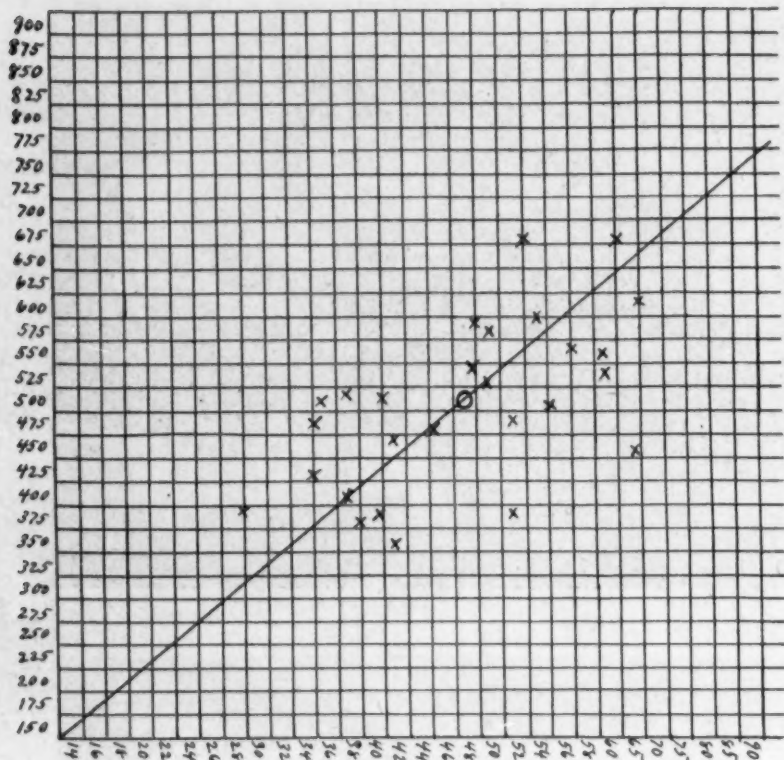


Figure 1.

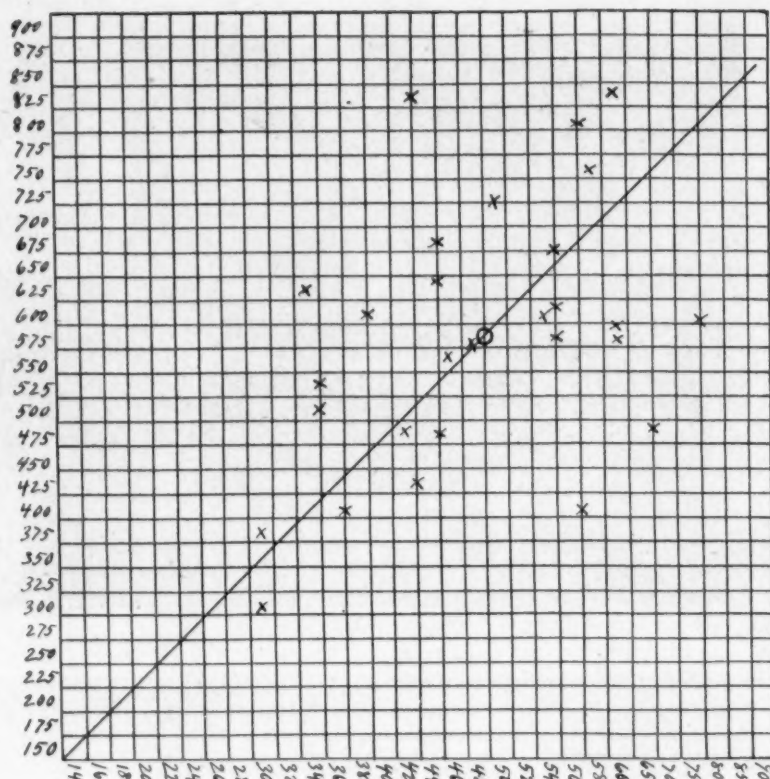


Figure 2.

A Method of Measuring Handwriting

By ERNEST C. WITHERS, Superintendent of Schools, Southington, Conn.

As good as the various devices for measuring handwriting are, it cannot be claimed that they are extremely accurate or in every way satisfactory.

The method here described is scientific, definite and exact. It eliminates the judgment and opinion of the examiner altogether. Speed and legibility are exactly measured in minutes and seconds, and with these two elements of handwriting absolutely measured, the third element—form and beauty—is easy to control.

The method can best be explained by a statement of the directions of the examiner in giving the test.

Directions for Giving the Test.

The examiner says to the pupils: "Boys and girls, I am going to measure your handwriting. I have been seeing how well the pupils in other

rooms and grades write, and now it is your turn. If you want to do well, it will be necessary to pay strict attention to everything I say to you, otherwise you are sure to make mistakes, or to lose time. I want to see how fast, and at the same time, how well you write, so that you will want to write just as you do every day, neither faster nor slower and I will time you with this stop-watch."

"First, everybody provide themselves with a good pen, ink and a sheet of composition paper. Now take correct positions and listen carefully to what I have to say."

"Before timing you, it is necessary to fill in a few words at the top of your paper."

The examiner goes to the blackboard and writes the following:

Grade..... Age..... School..... Date.....
Name..... No. letters.....

Writing time 8 min. Reading time.....
He then says: "Copy what I have written on the board. Now fill in your grade, age, school, date and your name."

When all have finished doing this, the examiner says: "Take your reading books and turn to any page which you have read. It does not matter if you all have different pages, but if it happens to be a piece that you have memorized, turn to some other page. You are to have just eight minutes in which to copy as much as you can, going at your ordinary rate of speed. Do not start until I tell you to, because that would not be fair. Do not write the name of the story. All get ready now and when I say go! begin to copy."

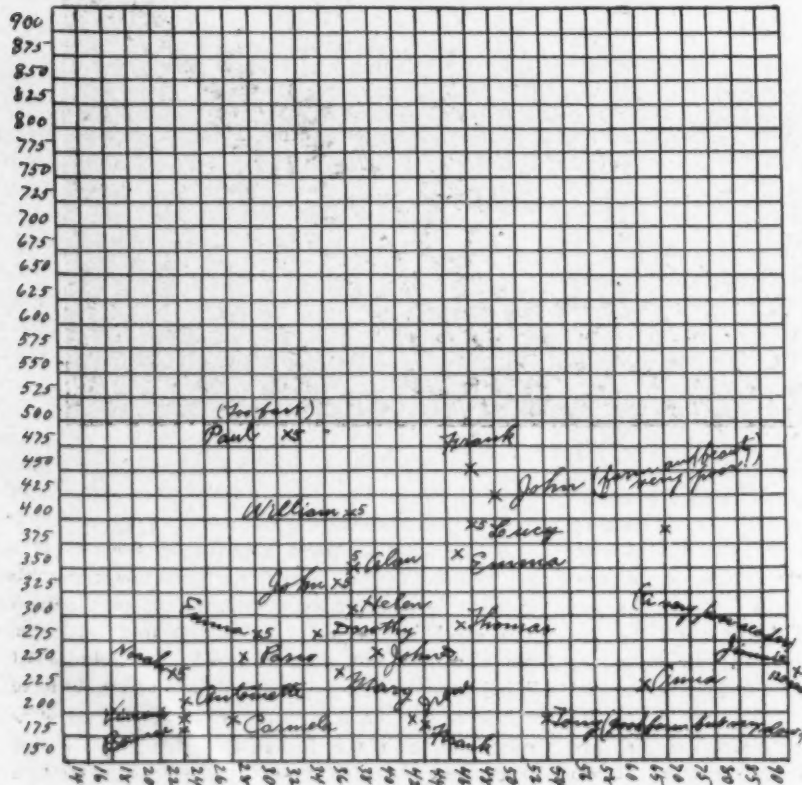


Figure 3.

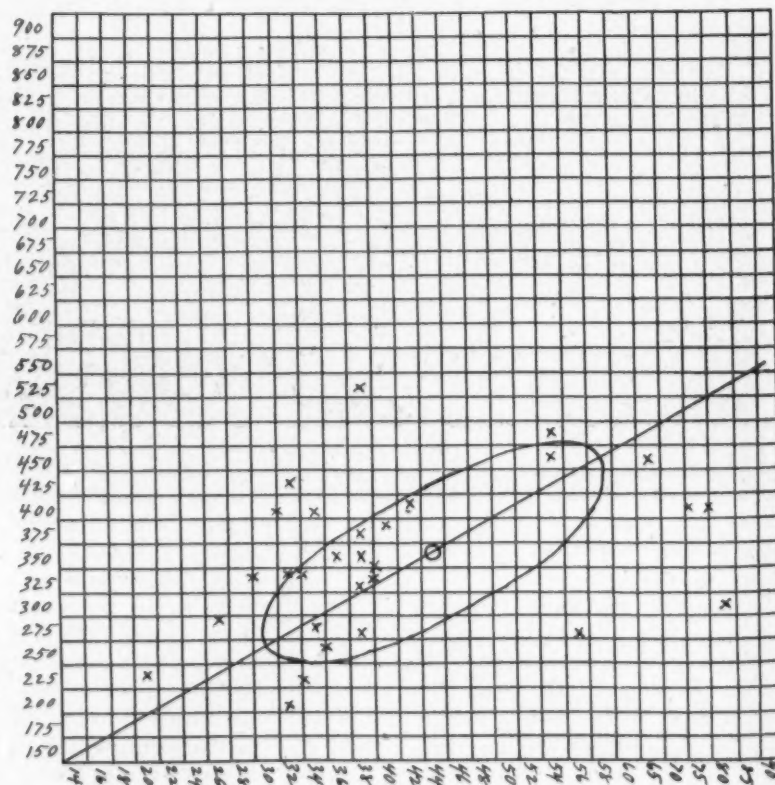


Figure 4.

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No. Letters.
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"Go!"

In just eight minutes the examiner says: "Stop! Hands up."

"You must now count the letters you have written. Are you all listening to my directions? Take your pencils and count the letters by pointing to every letter with your pencil. When you get to 100, write it down just where it comes." (Illustrating on the blackboard.) "Count all punctuation marks (.,-:;!)" as letters. Remember now, you are not to count the words, but you are to count the letters and punctuation marks. When you are sure that you have found out just how many letters you have written, fill the number in at the top of the page."

"The pupils in the back seats please collect the papers."

"I am now going to see how long it takes you to read what you have written. This will be the test of how well you have written, for one can read good writing faster than he can poor writing. To do this without interfering with the whole class, I am going into the office and beginning with this boy, you can come in one at a time. As soon as he returns, the next will go to the office and so on, until you have all read your papers to me. One more thing to remember—When you are reading your papers, if you come to a word that you do not know how to pronounce, spell it and go right on without losing any time. Remember that this is not a test in reading, but a test in writing."

Figures 1, 2, 3 and 4 show the records of four rooms which have been measured. These graphs show just where everybody in the several rooms stands. Fig. 1 shows a rather evenly graded class. No one is very far from the average grade line, neither is anyone located at either extremity of this line. In Fig. 2 the ratings are very much scattered. As far as writing is concerned, this class is poorly graded. Fig. 3 has the ratings of a double grade room. The numerals indicate the fifth grade pupils. Each pupil's name has been filled in on this graph for the convenience of the teacher. Also a few comments have been written in. Fig. 4 is the

graph of a fifth grade. Those who come within the ellipse have the elements of speed and legibility in the right proportion.

Fig. 5 shows each one of the grade average lines as located by the small number of tests made thus far. Of course, these are not a standard to go by, except for my own schools. However, if this method is applied to any great extent, standard grade average lines could be made up, in the way these have been, which would be very valuable.

Fig. 6 is the record in another form of the same fifth grade whose graph appears in Fig. 4. The first column counting the number of letters written by each pupil. These numbers are divided by the reading time which make up the second column. The quotients are used to express the quality of the writing. This gives a very large range of ratings, which the other systems of measuring handwriting do not have. Columns four and five respectively contain the ratings of these same papers by the Houston scale and by Thorndike's graphometer.

Specimens 1, 2 and 3 are from the same fifth grade room. Numbers 1 and 2 measured 3.1 and 5.1 respectively. They are samples of the poorest writing in this room. Specimen 3 measured 13.5, and while it is not the best in form and beauty, it is very efficient fifth grade writing. Specimens 1 and 2 are rated by the Hous-

Fig. 7.

Grade—	No. of Pupils.	Av. No. Letters.	Av. No. Sec. Score.	Grade
Fourth	55	243	46	5.3
Fifth	37	352	42	8.3
Sixth	70	416	44	9.5
Seventh	26	502	48	10.4
Eighth	28	580	49	11.8

Fig. 8. Grade Scores.

Eighth	Seventh	Sixth	Fifth	Fourth
11.8	10.4	9.5	8.3	5.3

ton scale respectively 40-50 and 20-30, and by the Thorndike scale, 8 in both cases. Specimen 3 is respectively rated by these scales 75 and 11.

Fig. 7 is a summary of the tests made.

Fig. 8 gives the grade scores as they are in a part of one school system. These figures will probably be changed after a larger number of pupils have been examined; but finally they would probably assume a rather permanent place.

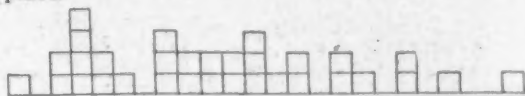


Fig. 9.



Fig. 10.

Figures 9 and 10 show the distribution of two sixth-grade rooms. Each square represents a pupil. Figure 9 is the record of a room in tem-

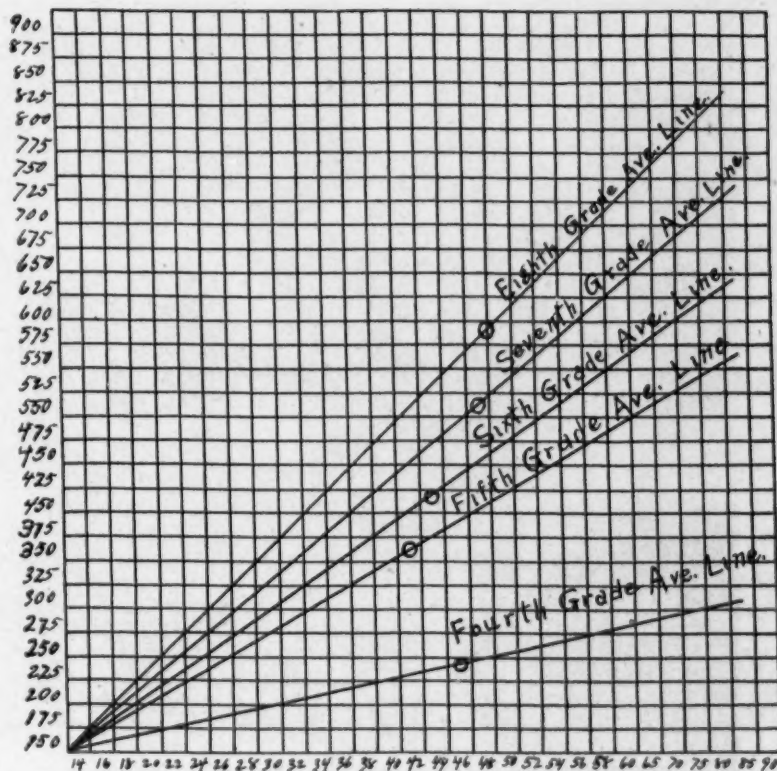


Figure 5

porary quarters where they have not been able to use ink and where the desks poorly fitted the pupils. This probably accounts for the poorer showing.

The way in which these two diagrams were made up is shown in Fig. 11.

Of course, there is a correlation between reading and writing. This being the case, any measurement of one of these subjects cannot help involving some of the other. Mr. Courtis found this true in regard to arithmetic and reading. However, in the case of the writing, the measurement is principally of writing. At any rate, it is a definite piece of a pupil's work which is absolutely measured in minutes and seconds.

Many tests are complicated and indefinite and so require an expert to get true results. When this is the case, the tests will never come into general use.

The best that can be claimed for this method is its simplicity. It is nearly as easy to measure

(Concluded on Page 72)

Fig. 11.

Legibility.	Groups of Legibility.	No. In Each Group.
4.1	4.1 to 4.5	1
4.2	4.6 " 5.	0
4.3	5.1 " 5.5	2
4.4	5.6 " 6.	4
4.5	6.1 " 6.5	2
4.6	6.6 " 7.	1
4.7	7.1 " 7.5	0
4.8	7.6 " 8.	3
4.9	8.1 " 8.5	2
5.0	8.6 " 9.	2
5.1	9.1 " 9.5	2
5.2	9.6 " 10.	3
5.3	10.1 " 10.5	1
5.4	10.6 " 11.	2
5.5	11.6 " 12.	2
5.6	12.1 " 12.5	1
5.7	12.6 " 13.	0
5.8	13.1 " 13.5	2
5.9	11.1 " 11.5	1
6.0	13.6 " 14.	0
6.1	14.1 " 14.5	1
6.2	14.6 " 15.	1
6.3	15.1 " 15.5	0
6.4	15.6 " 16.	1

Fig. 6.

Speed. No. Letters.	Test of Legibility. Reading Time in Seconds.	Legibility.	Houston Scale.	Thorndike Scale.
289	26	11.1	75	11
312	81	3.8	75	10
241	20	12.	75	11
374	38	9.2	60-70	10
338	38	8.9	60-70	10
395	34	11.6	75	11
210	32	6.5	80	12
432	32	13.5	75	11
333	41	8.1	40-50	9
272	38	7.1	60-70	10
302	95	3.1	40-50	8
464	54	8.6	75	11
409	31	13.2	60-70	10
489	54	9.	80	13
414	77	5.3	40-50	9
412	42	9.8	60-70	11
352	36	9.8	75	12
332	39	8.2	80	11
339	29	11.7	75	12
400	76	5.2	20-30	8
338	32	10.5	80	11
347	39	8.9	80	13
267	35	7.6	85	12
281	34	8.2	40-50	9
222	33	6.7	60-70	9
387	40	9.4	75	11
350	38	9.2	75	12
455	67	6.8	60-70	11
524	38	13.8	75	11
270	56	4.8	75	11

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THE WEST TEXAS STATE NORMAL SCHOOL IN FLAMES.

IS FIREPROOFING WORTH WHILE?

The question, Is fireproofing of schoolhouses worth while? sounds ridiculous when printed on a page with illustrations like those of the West Texas State Normal School. In fact, a counter question suggests itself, Isn't it criminal not to make schoolhouses fireproof?

Briefly, the story of the West Texas State Normal School is as follows: The building was erected four years ago at a cost of about \$150,000, and was completely equipped at a further expenditure of \$50,000. The structure was the largest normal school building in Texas, was considered a model of its kind and was pointed to with pride by Texas schoolmen.

On the morning of March 25th the school had assembled for its daily session, and nearly 700 students and teachers were at work about 9:30, when the gasoline torch of a plumber, working in the attic, exploded and set fire to the unprotected woodwork of the roof. Before the students were aware of their danger, the fire spread with unexplained rapidity and the entire roof was in flames. The fire alarm was given and the students were marched out in perfect order clearing the building in a few minutes. The village of Canyon has practically no fire fighting apparatus and the great size of the building, which measures 312 by 198 feet, made all attempts to check the progress of the flames impossible.

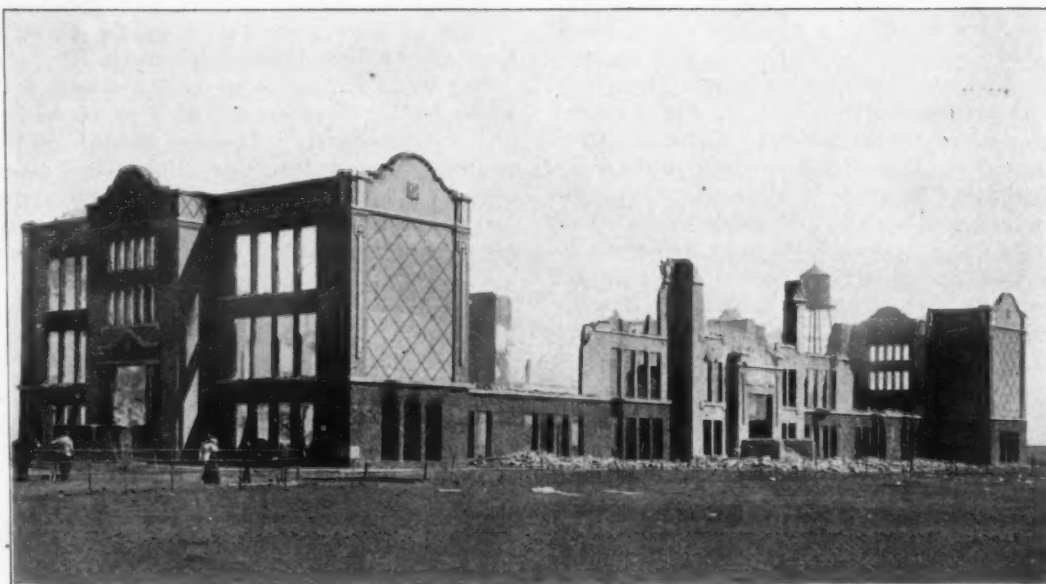
While some movable pieces of furniture and some scientific instruments were saved, the total salvage did not exceed \$3,000. The building is a total loss, estimated upon an appraisal made in September last, of \$211,000. This includes the library which was valued at \$30,000. The insurance carried, amounted to \$100,000.

That none were seriously injured was due simply to the prompt and effective fire drill. One instructor who re-entered the building and went thru the rooms to be certain that nobody had been left behind had one hand burned.

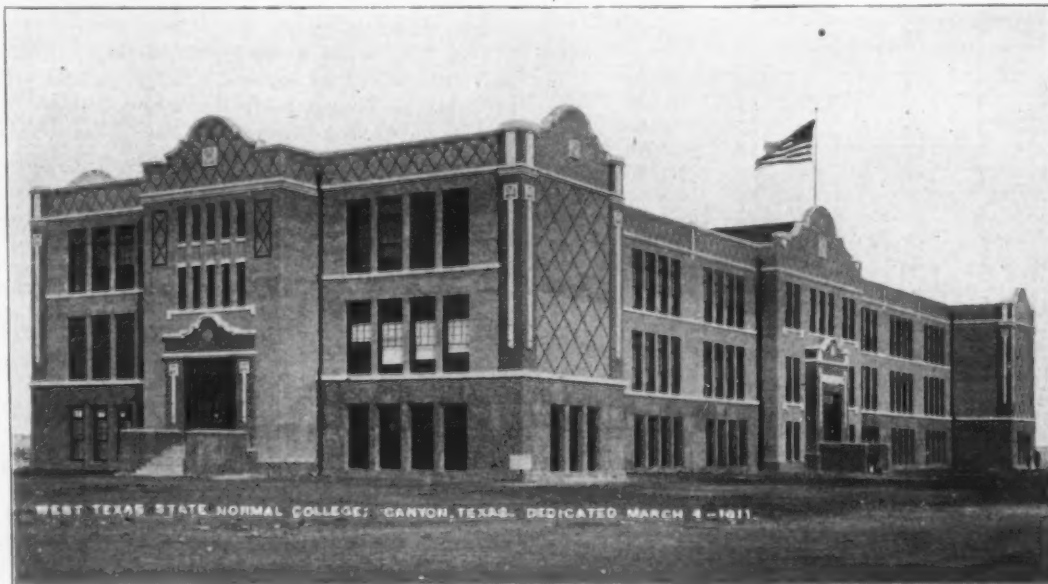
GRANT SCHOOL, OSKALOOSA, IA.

The new Grant School, completed recently in the Fourth Ward, in the city of Oskaloosa, Ia., is a ten-room grade building, of which nine rooms only have been completed at the present time.

The basement contains playrooms and toilets for boys and girls, a large storeroom and a



RUINS OF THE BUILDING.

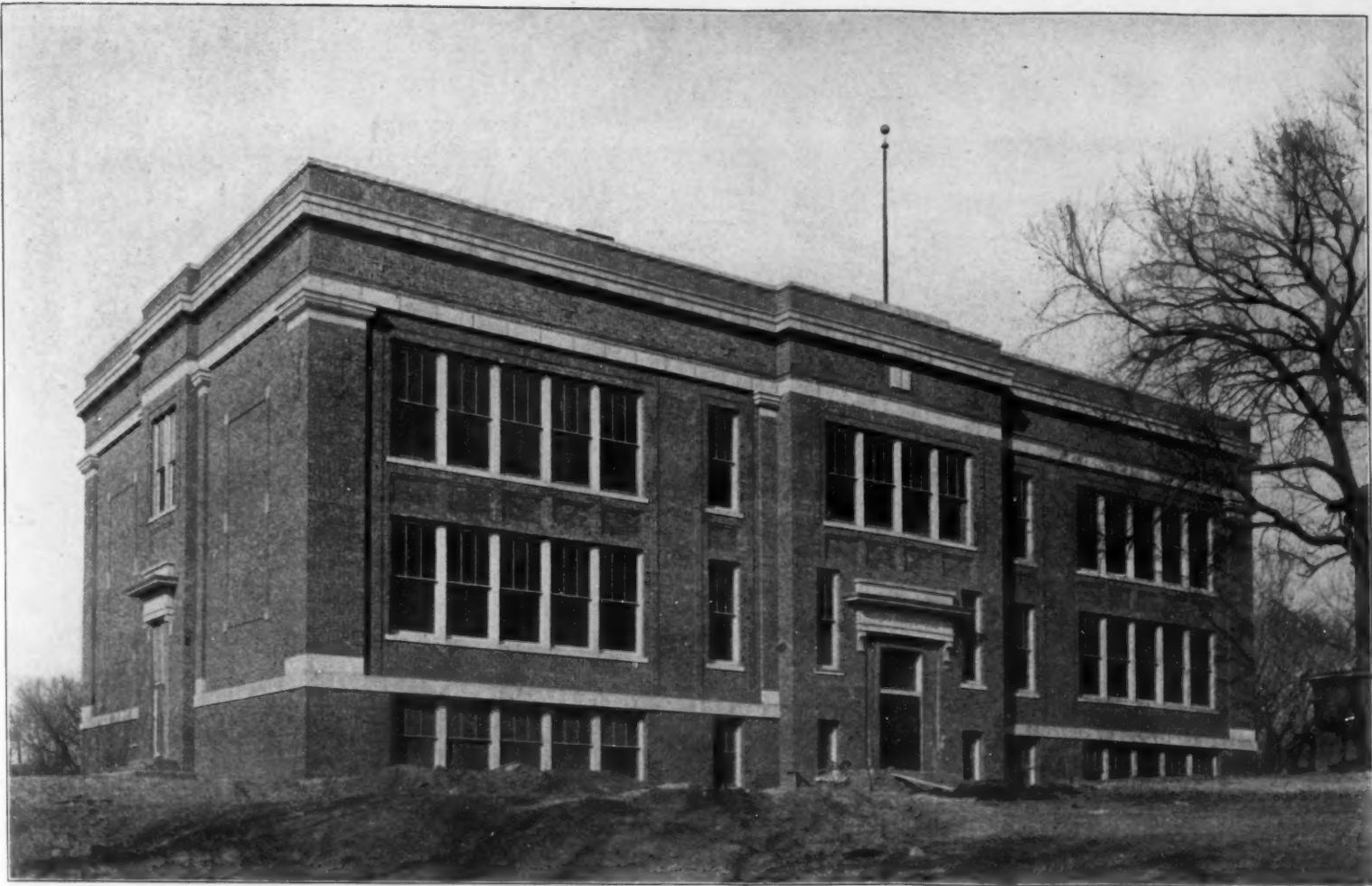


THE BUILDING AS IT LOOKED SHORTLY AFTER COMPLETION.

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GRANT SCHOOL, OSKALOOSA, IA.
Mr. J. W. Trafzer, Architect, Mason City, Ia.

manual training room in addition to space for the heating and ventilating apparatus. The basement floor is placed only two feet below the surrounding grade so that the rooms are amply lighted. In addition, the entire foundation walls, footings and floors are made damp-proof with tar paper and asphalt. The floors are concrete, and in the manual training room a hard maple wearing surface has been set over the cement.

The first floor contains four standard classrooms, a restroom for the teachers, an office for the principal and two storerooms for books and teaching materials. On the second floor there are six additional classrooms, each connected with a cloakroom.

A rather novel feature of the building is the arrangement of the four entrances, which have been designed so that the pupils on the second floor may be discharged from the building without coming in contact with those on the first floor. In the fire drills the children on the first floor use the front and rear exits, while those on the second floor employ the side exits adjoining the stairways.

While the building is not entirely fireproof, all the bearing walls are of brick and the corridors are of reinforced concrete. The floor construction of the classrooms is of wood and the roof is of the same material covered with fire-proof composition. The front and rear entrance stairways are of reinforced concrete and the two main staircases are of iron with reinforced concrete treads and wood hand-rails. In each of the corridors there are bulkheads, cutting off the stairways from the main corridors, to prevent the passage of smoke or fire, and to cut off the noise when the children are playing in the basement or are passing from floor to floor.

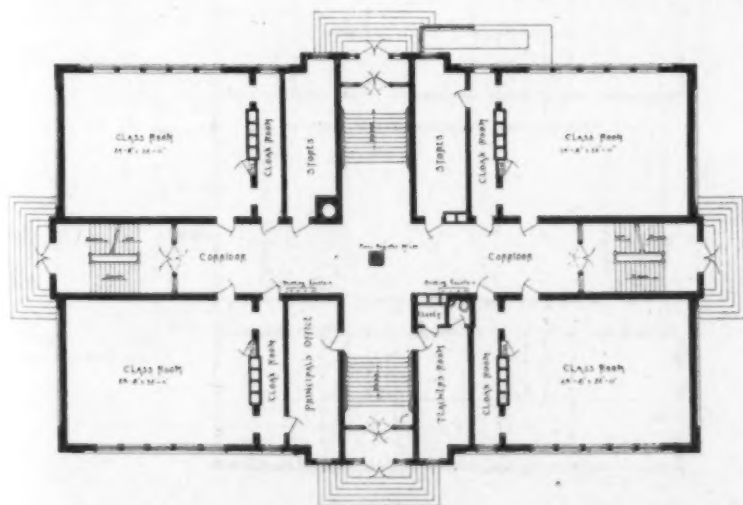
The classrooms are lighted on the unilateral plan and are equipped with the most modern furniture and apparatus. The blackboard arrangement is such that reflection of light from the windows will not produce glare. The cloakrooms are practically a part of the schoolrooms and are not cut off from the latter by means of doors. The openings to them are wide enough so that the teacher may keep the children under her eye at practically all times. Special attention has been paid to the hygienic finish of the

building, particularly in the direction of reducing the wood-trim and of using sanitary coved floors.

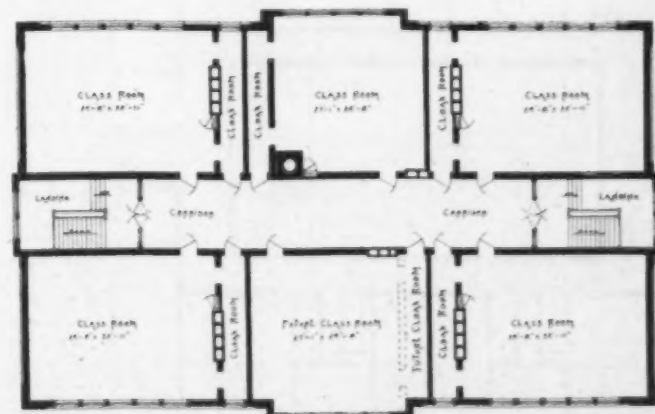
The heating system consists of a steam-blast furnace, with automatic temperature control. A small amount of direct radiation has been placed in each classroom to keep the rooms warm at night when the fan is not in operation and to assist the blast in extremely cold weather. The fresh air is admitted into each room at a point approximately eight feet below the floor and the vitiated air is drawn out of the rooms thru vents, placed in the cloakrooms. This arrangement is designed especially to prevent any odor from the wraps being carried into the school-room proper.

The sanitary system of the building is of the most modern type. The toilet rooms are in the basement. Bubbling fountains have been placed in the corridor of the first floor and in the basement playrooms.

The building cost, complete, \$40,000, including the heating, ventilation, architects' fees and grading.

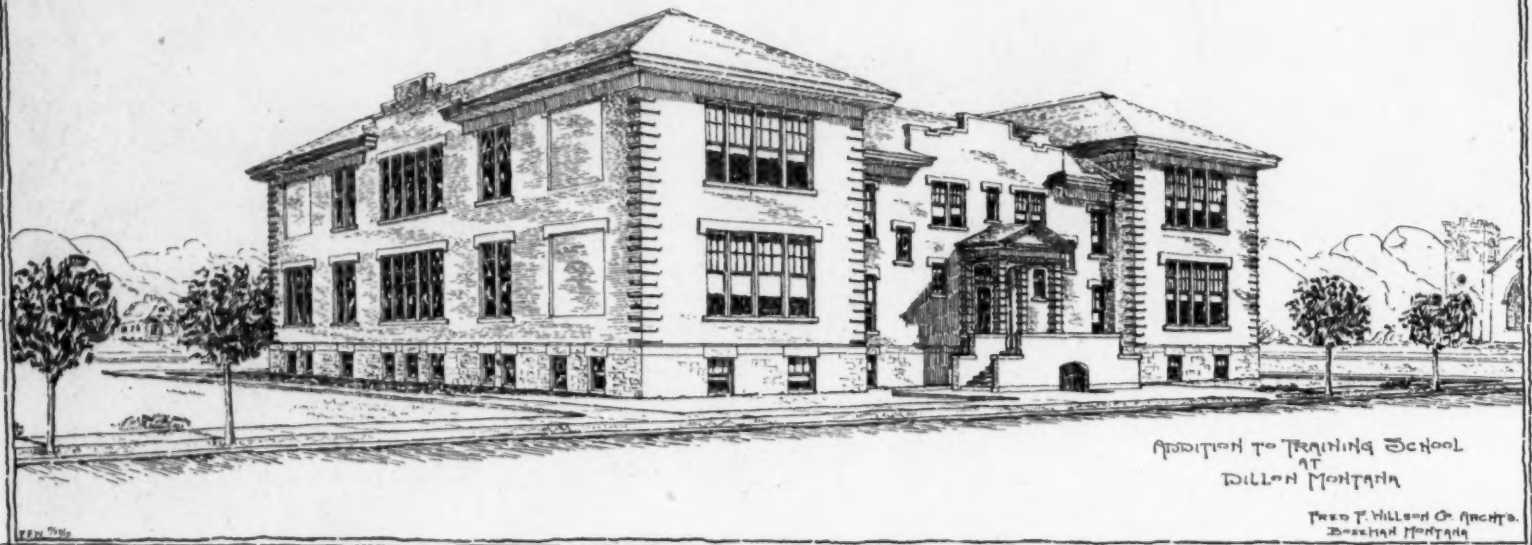


First Floor Plan



Second Floor Plan

FLOOR PLANS, GRANT SCHOOL, OSKALOOSA, IA.



TRAINING SCHOOL BUILDING, MONTANA STATE NORMAL SCHOOL, DILLON, MONT.

NEW SCHOOL BUILDING AT DILLON, MONTANA.

A Combination of Grade and Normal Training School Building.

The new Training School Building, recently completed at Dillon, Montana, is an example of a special type of building that possesses many interesting features. The problem of the architect was to construct a complete, all-round structure for ordinary school purposes and at the same time provide facilities for training in teaching for the students of Montana State Normal College, which is located at Dillon.

The Normal College in return for the privileges of training for its students contributes about \$12,000 per year toward the support of the local village school, which enrolls about 450 pupils. Under the policy of the state of Montana it was not possible for the Normal to share the expense of building, so that it was necessary for the local district to shoulder the entire financial problem of construction. The school district has a population of over 2,000 and a valuation of \$2,000,000. For a community of this size to erect a modern school building, with all the expensive needs which that term implies, and in addition to provide for all the training facilities demanded by the affiliation with the Normal shows enterprise and breadth of view to a high degree.

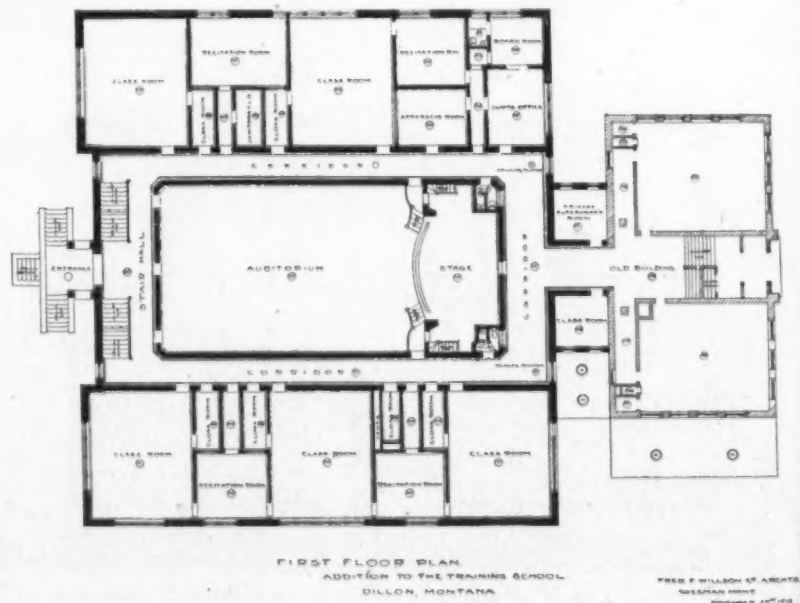
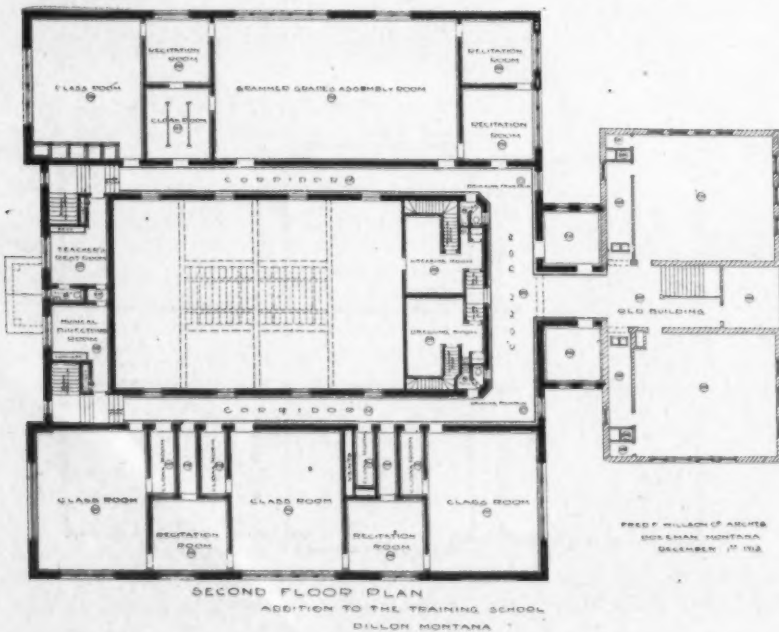
The building had to be erected, it must be remembered, in a section where bricklayers receive eight dollars for an eight-hour day and other laborers in like proportion. The school trustees, raising the largest sum possible under the law, thru sale of bonds and special levy, had available funds to the amount of \$75,000 for the building, exclusive of equipment. It was therefore necessary for the board to economize as far as possible without actual detriment to the building.

The building is rectangular, 106 feet by 115 feet, and two stories in height, with full basement. The foundations are of concrete with a veneer of local stone to the top of the water table. The walls are of Salt Lake brick, with trimmings of cut stone. The halls have floors of reinforced concrete and walls of brick and the stairs are also reinforced concrete, making all corridors fireproof. The building is constructed in three units, the auditorium in the center and two wings for schoolrooms and other school purposes. The fireproof corridors separate the central unit and the wings from each other in such a way that in the event of fire there will be very little danger of its spreading beyond the unit where it originates, thus greatly lessening any possible loss.

Special emphasis has been placed on the sanitary features in construction. The rooms are

lighted from one side only, the light coming from the pupils' left. The building is warmed by direct steam radiation and ventilated by means of the plenum fan system. The temperature of the rooms is regulated by automatic thermostats. Adjustable duck shades are used for all windows and they are of a type especially desirable in a land of much sunshine. The toilet rooms are all ventilated and are constructed without the use of wood so that they may be flushed out with the hose as often as necessary. The main toilets are in the basement, near the entrance, so as to be easily accessible from the playground. Auxiliary toilets for boys and girls are located on each floor. The basement toilets are to be in use at intermissions and the first and second floor toilets intended for emergencies during school sessions. Sanitary drinking fountains are installed in the basement and on each floor. Hot and cold water are provided at all washbowls and there is a special janitor's washroom and sink on the first floor. The building is swept with a two-sweeper vacuum cleaner, of an approved design, and furnished with an automatic travelling "school tool" to get beneath the desks. The blackboards are of slate. The desks are single adjustable thru-out except two special schoolrooms, which have movable school chairs equipped with desk arms and with drawer for books.

(Concluded on Page 72)





ELLWANGER & BARRY SCHOOL, ROCHESTER, N. Y.
Edwin S. Gordon, Architect, Rochester.

A ONE-STORY SCHOOLHOUSE.

The progressive spirit of American architects and schoolmen which is seeking to constantly improve the design, arrangement and construction of schoolhouses is nowhere better illustrated than in the new Ellwanger & Barry School completed in the fall of last year at Rochester, N. Y. While two and three-story buildings have proven most economical and satisfactory in urban surroundings, their lack of flexibility, the necessary uniformity in the size and shape of rooms, and the hygienic and administrative disadvantages which they exhibit led the Rochester school authorities, a year ago, to seek an improved one-story type of school. The study which was instituted jointly by the architect and the school authorities led to several interesting conclusions:

First, the one-story schoolhouse will be cheaper

than a two or three-story building, even taking into account the additional land required.

Second, the classrooms may be lighted perfectly from above by means of skylights which distribute the illumination equally to every part of each room. The annoyance of adjusting shades to avoid glare is obviated.

Third, the plan is elastic and additions can be made at small cost. Special features such as domestic science rooms and kindergartens can be built when required and in any necessary form and size, without disturbing the regular classrooms.

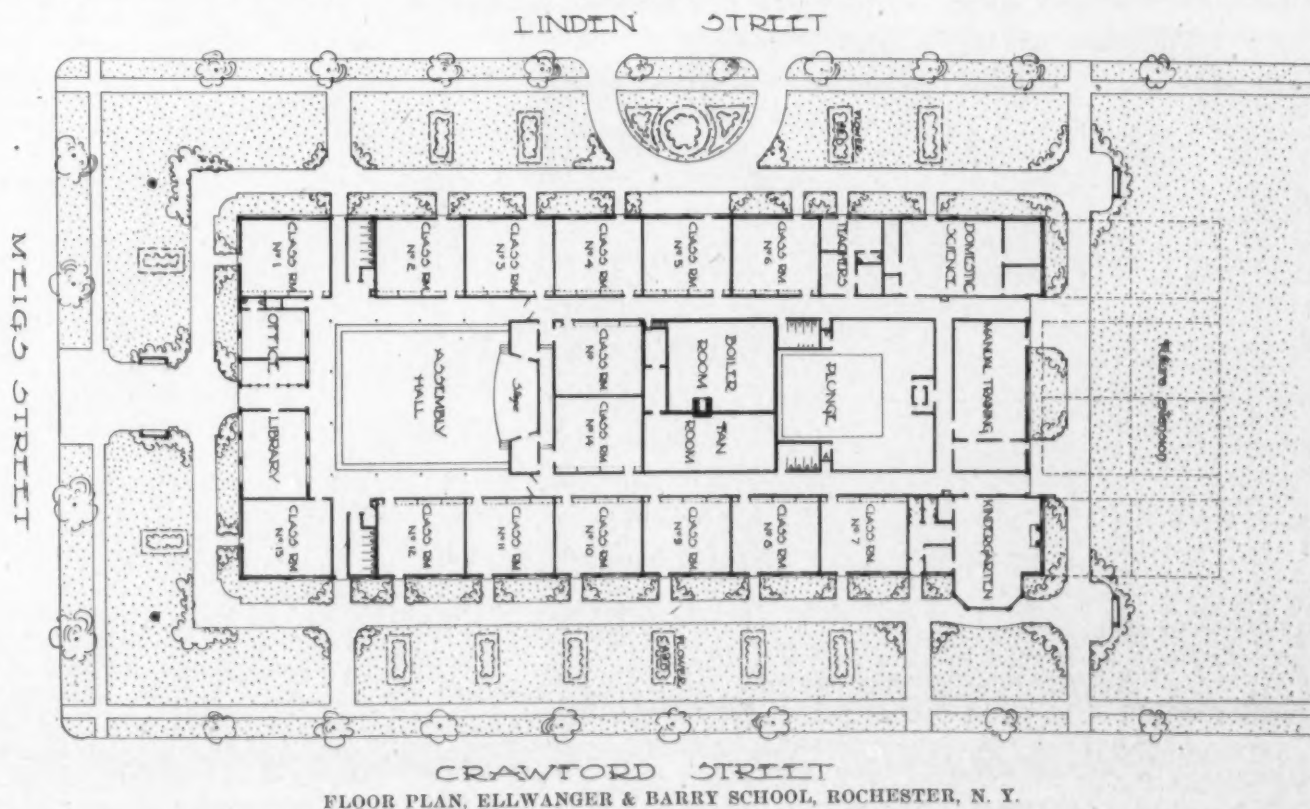
Fourth, the danger of fire and panic can be absolutely avoided because each classroom may have a separate exit leading directly into the open.

Fifth, great rapidity of construction may be attained in the one-story buildings by reason

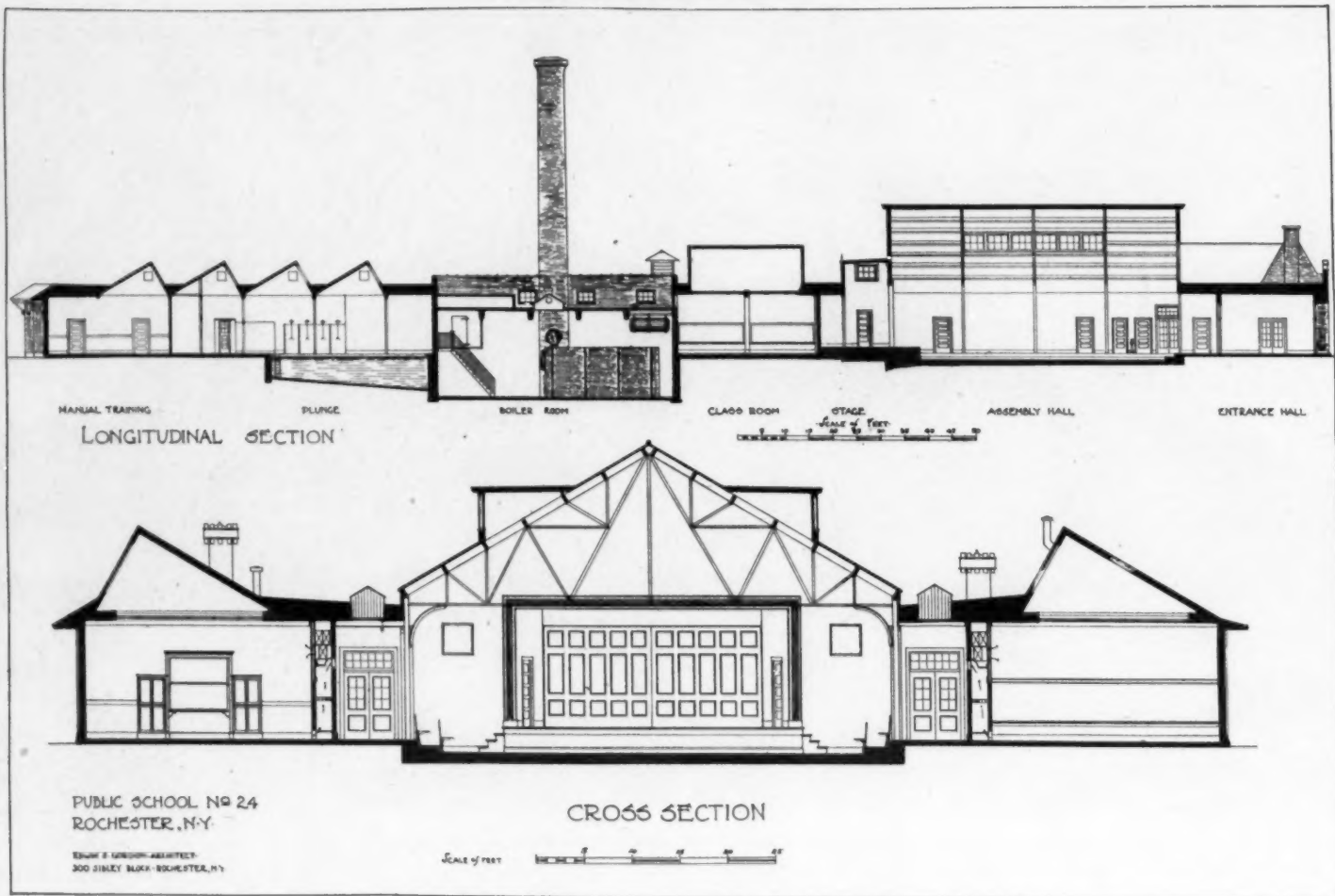
of their great extent. This proved to be a fact in the case of the present school which was completed in practically four months' time.

The Ellwanger & Barry School which was built as a result of the study mentioned above is a complete grade building with sixteen classrooms, a kindergarten, manual training and domestic science rooms, an assembly hall and a plunge. The plan as shown in the accompanying cut is that of a huge letter U with the assembly hall, boiler room and plunge occupying the space between the arms. All of the rooms are on one floor except the boiler room which is depressed and the assembly hall which is two feet beneath the general level.

The classrooms have, in addition to the saw-tooth skylights, each, two windows and a glazed door to remove the depressing effect of bare



FLOOR PLAN, ELLWANGER & BARRY SCHOOL, ROCHESTER, N. Y.



LONGITUDINAL AND CROSS SECTIONS, ELLWANGER & BARRY SCHOOL, ROCHESTER, N. Y.

walls without a familiar prospect of streets, playgrounds and houses.

The school occupies a level site about 250 by 400 feet in size. The building itself is 120 by 270 feet and has brick walls resting on concrete footings. The exterior is faced with cement plaster and red vitrified brick and the roofs are tile and slag. All of the interior partitions as well as bearing walls are of brick and the boiler room is entirely enclosed in fireproof materials.

The floors of the classrooms are of hard maple, set upon a concrete foundation which is thoroly damp-proofed. In the corridors a composition floor has been used. The walls are plastered and the necessary woodwork is of ash. The heating system consists of a direct steam plant under automatic temperature control. The ventilation is furnished by a fan, delivering washed, moist, warm air to each classroom.

The total pupil capacity of the building is 600 or an average of 35 children per classroom. The auditorium will seat about 525, which is sufficient for all the pupils above the kindergarten and the primary grade.

The total cost of the building was \$95,000, or \$160 per pupil. Figured on the basis of cubage the cost was only fifteen cents. The heating plant involved an expenditure of \$27,000.

The architect was Mr. Edwin S. Gordon, Sibley Building, Rochester.

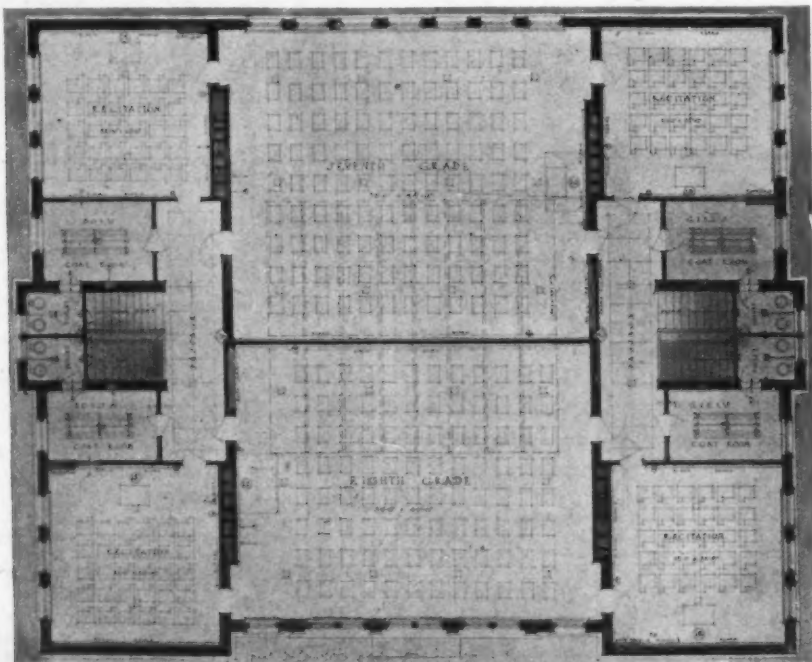
THOMAS STREET SCHOOL BUILDING.

The new Thomas Street School Building, Rome, N. Y., is of fireproof construction throughout except the roof support, which is of wood covered with heavy planking and asbestos roofing material. The exterior walls of the building below grade are of concrete; above grade the walls are of light impervious gray brick, trim-

med with terra-cotta and stone. All of the brick work and the interior partitions are of hollow tile blocks; the floor construction is of concrete slabs for the short spans and concrete and floor-tile for the long spans. Ample air space is provided beneath the ground floor of the grade rooms. The finish of all the interior walls is of cement plaster, the grade rooms, corridors and teachers' rooms having a fine float finish and the walls of the toilet and coat rooms having a smooth hard trowel finish. The corridors and the stairways have a white cement wainscoting five feet high, provided with sanitary cove base. This base is used in all the rooms of the building.

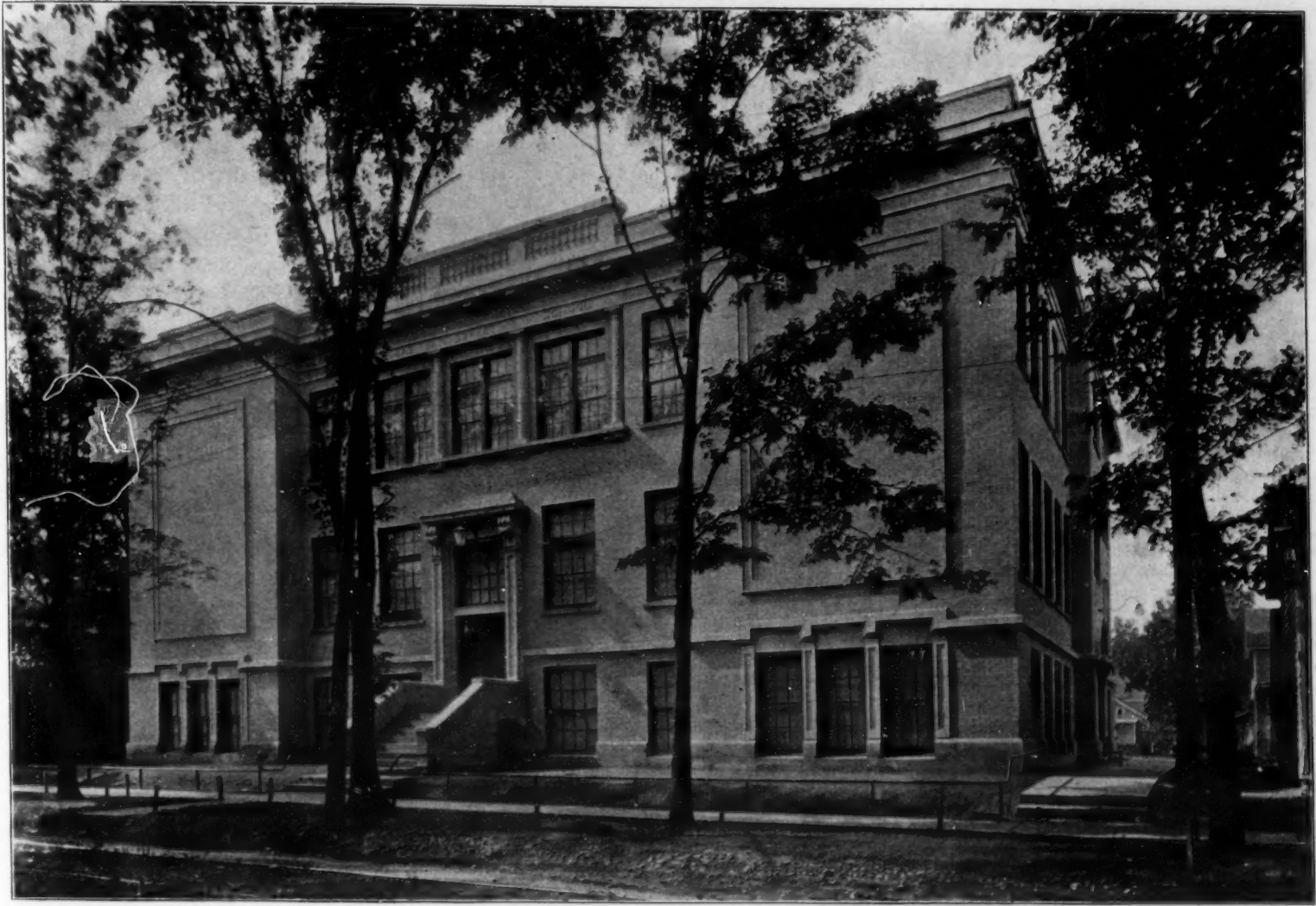
In general, all of the floors of the building are of white maple laid on strips embedded in cinder concrete. The floors for the toilet rooms, coat rooms, ground-floor corridors, boiler room and fan room are of concrete with cement surface treated with two coats of water proofing and cement finish. The entrances are provided with tile floors. The interior wood finish is of plain oak in a simple and neat design. The doors are all of the flush sanitary construction, without panels or moldings. The upper portion of the doors in the grade rooms, teachers' and principal's room is provided with plate glass. The stairways are of reinforced concrete with slate treads and are well lighted and of easy access to the various parts of the building.

The building contains nine standard grade rooms, with seats for forty pupils each, provided with adjoining coat rooms, five of which on the first floor are provided with coat and emergency toilet rooms for each sex. The large rooms on the second floor for the seventh and eighth grade are provided with separate coat and toilet rooms for each sex, and have a seating capacity of 204 pupils. The lighting of these two large rooms is effected by the windows and by the means of large skylights, which are of the saw tooth construction and face the north light. The lighting in these two rooms is especially effective and agreeable. All of the rooms of the building are provided with windows having glass area of more than 20% of the floor surface. The upper portion of the windows is provided



SECOND FLOOR PLAN, THOMAS STREET SCHOOL, ROME, N. Y.

Mr. F. W. Kirkland, Architect, Rome.
The large session rooms of the Seventh and Eighth Grades have skylights in addition to the side windows.



THOMAS STREET SCHOOL, ROME, N. Y.
F. W. Kirkland, Architect, Rome.

with prism glass which effects a more uniform distribution of the light in the rooms.

On the first floor are found the principal's room and the teachers' room. Each of these rooms is provided with coat rooms and adjoining toilet rooms; access to these rooms is from the front entrance and from the corridors. On this floor off the main corridor is provided the janitor's closet.

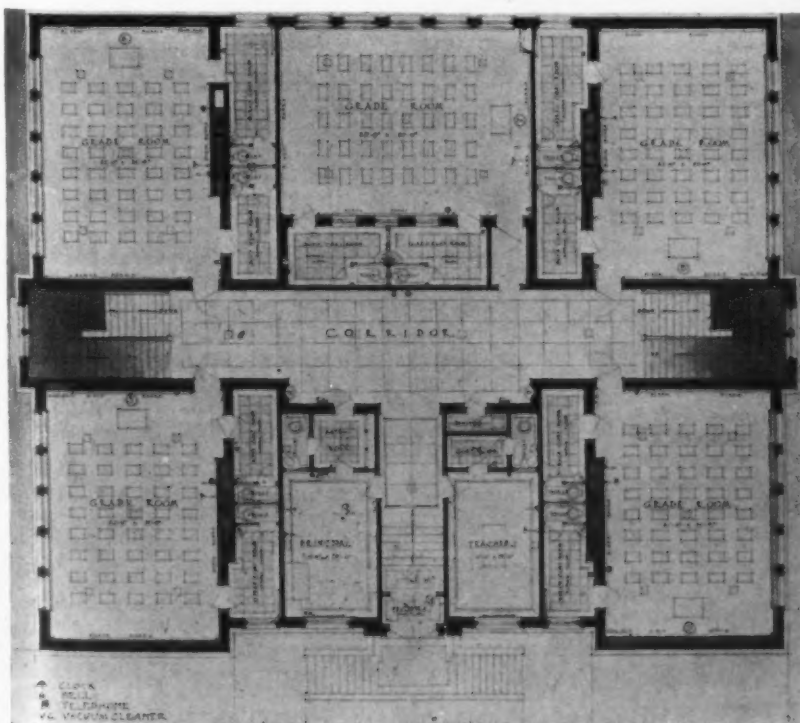
The space for the heating plant is at the rear center of the building and is placed at a lower elevation than the ground floor. Near this heating space are provided ample coal pockets,

which come directly under one of the grade rooms. Special attention has been given to the heating and ventilation plant, which is designed by a competent heating and ventilating engineer. The heating is effected by low pressure steam and tempered fresh air supplied by an electrically driven fan for ventilation. Extra provision has been made for the ventilation of all toilet rooms and toilet fixtures, these being connected by separate air ducts to an air chamber and fan which discharges the vitiated air thru a separate ventilator in the roof. A small motor operates this fan so that at all times posi-

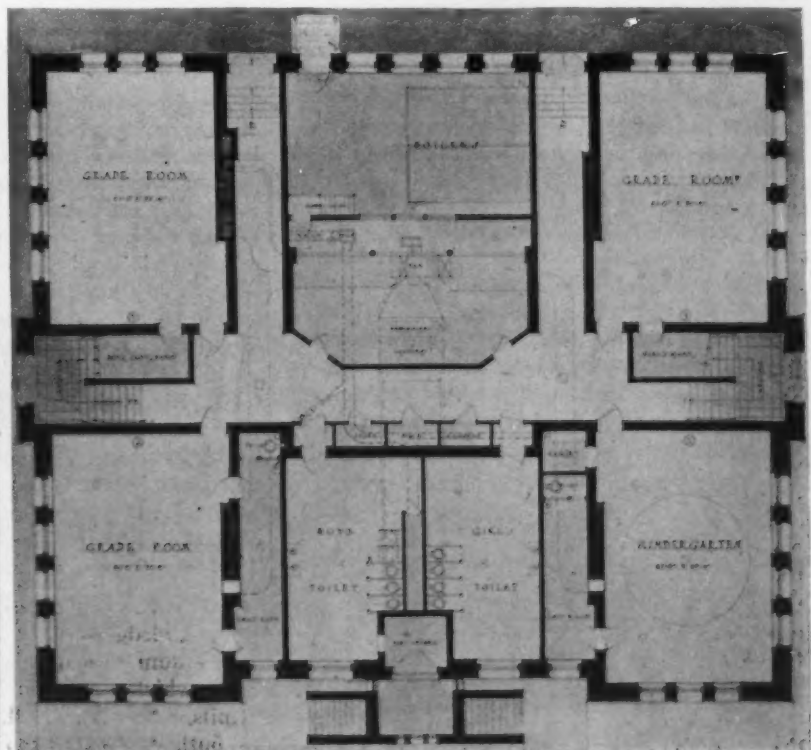
tive and thoro ventilation of all toilets and fixtures is accomplished. The air supply thruout the building is provided with humidifiers so that the air at all times is sufficiently moist to be agreeable and healthful. All of the ventilating and heating apparatus is under automatic control.

Artificial lighting of the building is provided for by electrical lights with fixtures placed so as to provide for a uniform distribution of the light. The fixtures are semi-indirect and have proven very effective and pleasing. The

(Concluded on Page 74)



FIRST FLOOR PLAN, THOMAS STREET SCHOOL.



BASEMENT PLAN, THOMAS STREET SCHOOL.

THE AMERICAN School Board Journal

DEVOTED TO
Legislative and Executive School Officials
WILLIAM C. BRUCE, Editor

EDITORIAL

SUPERINTENDENCY CHANGES

Of the 4620 cities and villages of the United States having a population exceeding one thousand persons, at least 900 will change superintendents during the coming summer vacations. This means that practically one-fifth of the urban schools of the country will have new administrative heads and will undergo all the attendant experiences of readjustment and change.

It is not our purpose to discuss here the evils of the instability of the superintendent's office, but to repeat a suggestion of Mr. George B. Aiton, recently State Inspector of high schools for Minnesota, namely, that all changes in superintendencies be made about January first.

Under the present plan an incoming superintendent finds himself in charge of a school system which has been on vacation for two or three months and which has "lost momentum". Many of the pupils are new in their surroundings; many of the teachers are new and unaccustomed to the particular work in hand. There is a general feeling of uncertainty and unrest until teachers and children have "caught the stride." Everywhere, September is a month of adjustment and readjustment which requires firm and tactful direction, prompt action in emergencies, and energetic and sure control. A new superintendent is hardly in position to "tackle his job" with the certainty which is necessary.

The only solution of this difficulty seems to be in mid-year changes, about January first. Mr. Aiton explains the advantages in this procedure: "A superintendent taking hold January first would come into a school system that was in full swing, and he would get his first acquaintance with it under the most favorable circumstances. He could arrive early and spend some time in learning conditions before getting into the saddle. Teachers, pupils and the community would be under the momentum of a half year's school accomplishment. If he had the right tact and adaptability, he could catch the stride and maintain the pace or set a faster one. All concerned would benefit."

It should be remarked that the experience of large cities, which have had superintendency changes during the school year, has been most favorable.

SCHOOL-BOARD RULES.

The rules and regulations of school boards, as they constitute the system of checks and balances which fix the relations and duties of members, officers and teachers, are the important basis upon which depends much of the success of school administration.

The longer a man holds a school-board membership the better he understands how important a wise and conservative set of rules is, and how dangerous it is to rescind or amplify it without caution and due deliberation. It is usually the new and inexperienced committeeman who is insistent for numerous and rapid changes to meet the first irregular situation which confronts him.

Much may be said of the considerations which must be kept in mind in formulating a set of rules, embracing as these may, in some phase or other, the whole range of school administrative principles and a considerable number of legal

principles. In general, all rules which are just, in accordance with the school laws, comprehensive in their application and based upon common sense, will be found most satisfactory and permanent. No rule, and no set of rules, will apply to all schools or all communities. What may be wise in one city will be unwise in another as local conditions modify the application of general principles.

Ordinarily, rules suffer from one of two faults; they are too loose and indefinite or they are too rigid and minute in detail. In the former case, they allow too wide a latitude and abuses of various sorts creep in without check; in the latter, freedom of action is hampered and emergencies cannot be met readily and expeditiously. In seeking and finding a golden mean between extremes is the problem which rules' committees must solve. In general, directive rules may best tend toward completeness, while prohibitive measures best attain their object when they are limited to the most common abuses which are to be avoided.

In adopting rules governing the personal conduct of teachers in and out of classrooms, the greatest conflicts usually occur. This is particularly true when the members of the board intrude into such personal habits of teachers as smoking and moderate drinking, and such pleasures as dancing and "keeping company" (to use the phrase of a recent Illinois news dispatch). Unless these pleasures and pastimes have a distinct effect upon the morals and discipline of the school, they lie outside the reasonable province of school-board regulation. When school morals are affected by them, a temporary resolution or other summary action will usually suffice without a permanent, and possibly presumptuous, general rule.

School rules should always confine themselves to legitimate matters of control and should seek to secure the greatest measure of efficiency and the widest freedom for the executive officers and classroom workers.

THE IDEAL TEACHER.

The ideal teacher, like the Millennium, is frequently discussed by schoolmen and sought by them. Like the Millennium, however, she has never been found and probably never will be, so long as womankind, as well as mankind, is subject to the failings and the foibles to which young flesh is heir.

A practical ideal of the teacher which seems attainable has been formulated recently by Dr. Albert Shiels, head of the Division of Reference and Research of the New York Board of Education. Dr. Shiels thus describes his ideal: "She will be ever courteous and disposed to co-operate with her fellow teachers. Professional loyalty will lead her to abstain from carping personal criticism. She must be prompt, accurate, obedient, industrious and enthusiastic. She will be familiar with the ideals and influences—social, civic, and home—that affect the viewpoint of her pupils.

"She need not necessarily be good looking, but she must be neat and tasty in dress. She must be possessed of a voice neither harsh nor loud. She must cultivate dignity of demeanor, optimism, and humor. She must be quick to avoid fatigue, eye-strain, and the formation of sedentary habits.

First among her intellectual endowments will be the ability to know more than her pupils. This requirement, in the opinion of Mr. Shiels, may be "provisionally assumed":

"Knowledge of the subjects of the elementary curriculum to a degree in excess of the knowledge which is to be imparted to elementary pupils. Not only is this necessary for breadth of outlook and desirable culture, but also as a needed background for adequate instruction.

"She should be familiar with the art of teach-

ing, and with the requirements of the Board of Education, and she should be devoted to the ideals of the teaching profession. She should have a general acquaintance with current events. Finally, she will be possessed of "the courteous demeanor and sympathetic recognition of the rights and privileges of others that distinguish the man and woman of fine feeling."

"SHOP EARLY" FOR SCHOOLS.

That school-board authorities appreciate the truth of the argument made in this column, just one year ago, for "early purchase of school supplies" is evidenced by a news item which appeared recently in the Minneapolis Journal:

"EARLY DEMAND ASKED FOR SCHOOL SUPPLIES.

"Better service, better prices and better selection are reasons given by F. E. Reidhead, executive agent of the school board, for requiring supervisors to submit their requisitions for new material now instead of April 1 as has been the custom heretofore. Mr. Reidhead said the board had made the request because of complaints of manufacturers of school materials that every school system in the country is in the habit of waiting until June, or even July or August before ordering materials for delivery by September 1. This has caused a rush that has swamped the companies and caused delay in numberless cases."

Just as Mr. Reidhead says, "Better service, better prices and better selection" are the reasons why school boards should not delay their orders for school furniture and materials until the opening of the vacation season. So far as efficiency and economy are concerned, it is an administrative crime to constrict ninety per cent of the school purchases into two summer months.

ATHLETIC SPORTS OR COMPETITIVE ATHLETICS.

The recent convention of the American Physical Education Association in St. Louis emphasized anew the contention that athletics, as maintained in the average high school and college, are useless so far as the bodily health and strength of the great student mass are concerned and are a positive detriment to those who enter the competitive games and sports.

Athletics must, as a medical periodical remarks, be purged of the extreme efforts incident to constant fights for supremacy. The idea of merely playing to win must be replaced by a mild rivalry of perfection in form and complexity of performance. To this must be added the element of pride in perfect skill and above all, the joy of play—the underlying factor which gives value to all mental, as well as physical, recreation.

CAUSE OF FAILURE.

A New York man who has held a number of public offices of great importance and who has been a member of the board of education, declared recently that fatigue is the underlying cause of many of the shortcomings of boards of education. Speaking directly of the New York Board he said:

"The reason, in my judgment, why the board of education is not more successful is because the members are frequently tired when they begin the work in committee or in the board itself. No man can give his best thought to any matter after he has spent the day in his business. A doctor who has had fourteen or more cases to attend to; a lawyer, who has had to give serious thought for hours to legal cases; a businessman, who has had to wrestle with his problems—none of these is in any condition to take up the affairs of a great corporation like the Department of Education after his day's work. That work must of necessity be left to the paid officials, who are capable, no doubt; but the members of the board are responsible to the public for the conduct of its affairs, and they should supervise and direct those affairs.

"I am convinced that if the members of the board were to devote the whole of a Saturday

afternoon to the business of the department, they would not have to meet more than once a month, and no man ought to be appointed who could not give up the necessary time to the business."

It is an undisputed fact that many school-board members come to meetings when they are too tired for hard, constructive work. The difficulty is solved in many communities by holding the sessions in the afternoon, beginning at three or four o'clock when the members are still relatively fresh and mentally active. Such an arrangement would be universally desirable even tho it might cut into the working day.

OUR SCHOOLHOUSE PAGES.

It has been the policy of the School Board Journal for some years to devote monthly a liberal amount of space to illustrations of new school buildings and to discussions of problems of school sanitation, schoolhouse design, construction and equipment.

The purpose of our building pages has been twofold. Primarily, we have sought to familiarize both school boards and architects of schoolhouses with the fundamental principles of school architecture in so far as these differ from the ordinary principles of building construction.

For architects, we have endeavored to present facts and arguments leading to a better appreciation of educational requirements of schools and of the necessity of making buildings meet the same. For school authorities, we have endeavored to produce a better understanding of the professional character and value of architects' services.

For both we have endeavored to urge better standards, closer co-operation, better understanding of mutual obligations.

UNCERTAINTY OF TEACHERS' TENURE.

Seventy-five teachers in 53 years is the story of one country school in Sauk County, Wisconsin, according to Geo. W. Davies, county superintendent.

While few city or country schools can approach such a number of changes, the record is indicative of the general want of permanence in the teaching profession.

Of all the causes advanced for this general condition three stand forth as most responsible: insufficient salaries, faulty lay administration and a want of professional stamina.

The first cause need hardly be argued; every one knows of the insufficiency of teachers' wages. The second reason must be laid at the door of the school boards whose members interfere with the work of teachers, particularly in the country districts, allowing personal prejudice, politics, racial and religious hatred to dictate the removal of competent instructors.

The general want of professional preparation, the lack of a code of ethics and the pernicious idea that teaching is a stepping stone to marriage or to another profession have also been instrumental.

Of all the remedies proposed a tenure-of-office law by which no teacher can be removed except for incompetence, unprofessional conduct or lack of moral character is the only lasting measure.

QUALIFICATIONS FOR SCHOOL-BOARD MEMBERSHIP.

Of all the men who hold public office, none have higher motives or more unselfish purposes than the average members of village and city boards of education. Observers of American political conditions declare this to be one of the most encouraging conditions in local governmental organization but point to the fact that school boards do not and cannot meet the full possibilities of their control of the school system unless a decided advance in the fitness of school directors takes place. Mere unselfish interest

and activity, is not the sole requirement for successful lay school administration.

In this connection, the observations of a New England editor are of interest. Writing of his community, he repeats some truths that are of general application:

"Now it is deplorably true that a man may be active with relation to the schools, and may do them more harm than good by his activity. Further than that, it is also true that he may, as he says, be interested, and may still be entirely unqualified to take any part in their direction. Something more is needed in a candidate for membership in the school board than that he hustles, and that he has persuaded himself that he wants to be a member, and that he is able to persuade his fellow citizens that he should be a member.

"We want to say, what seems often to be forgotten, that, while membership in school committee, rightfully fulfilled, may have a pleasurable side, it must be a burden rather than a pleasure, if its responsibilities are faithfully discharged. No department of city government is more important, while there are aspects in which the school department is more important than any other. No man ought to think of seeking membership unless he is prepared to assume and carry out obligations which must require much time, anxious thought, and sometimes self-sacrifice. It is not a trip of recreation on which a man who means to be useful embarks; it is a serious work.

"Considerable could be said about the kind of men who should be members of the school committee, and much has been said. Sometimes we hear it said that the ideal member of a school committee is an 'educated' person. If by an educated person is meant merely the subject of a long, formal course of school and college, we think the ideal is an illusion. If by education is meant the development of the faculty of discrimination, it is not material that the formal education should have been in one way rather than in another. A man with a string of initials after his name may or may not be the equal in efficiency of one who never reached the high school. He will not be as good a member of the school board if the latter can discriminate and he cannot.

"For most members of the school committee, the first essential is that they know what they are about—and the only way they can know it is to see the schools in operation and, more than that, the schools in operation much. The committeeman who aims to be useful ought to know, of himself, and thru his own observation, what the schools are doing, how they are doing it, and to some extent why they are doing it. He ought to see teachers, and particularly the best teachers, in their every day work, and he ought to see and hear teaching enough to be able to make just comparisons and to reach intelligent conclusions. More than that, somehow he ought to get a considerable fund of information about what is going on in educational work elsewhere and he ought to be familiar with what the best educational leaders are saying and doing. If a man is not willing to take this upon himself, the people ought not to be willing to elect him. It means time and trouble and the giving up of some things a man would like to do. But if the work is worth doing at all, it is worth doing well—and the first requisite to doing it well is that

the man should know; that he shall know exactly what he is doing and exactly why he is doing it. And there is no possible way of being capable for this requisite except by patient and continued study of the schools at close range.

"Nor is it any evidence of a candidate's prospective usefulness that he wants to be a school committeeman because he has children in the schools, or because he has evolved out of fragmentary and hearsay testimony theories of school management and methods that he would like to exploit. Men have gone into school committees with the intent of reforming the schools only to discover that their own ignorance needed reforming first. If they make the discovery in season, it is well for the schools; if they do not, they are serviceable chiefly as awful examples. The man who gets into the committee for the sake of steering his children's course thru the schools, is apt to do them more harm than good, and incidentally to harm other people's children as well. It is altogether too narrow a reason to be regarded with respect. And a man who forms theories of what the schools should be, when he has not seen the inside of a school-room since he was a boy, is ordinarily going to be no more than a mischievous meddler in affairs which he does not understand."

The general qualifications of school-board members have been so often repeated in these columns that they hardly need be repeated. If, in addition to high motives, the school-board members will add the study of school conditions to their legislative labors, with a good amount of independence and courage, they will not fall far below reaching a practical ideal of service.

NO COMMENT REQUIRED.

An unparalleled case of school-board penuriousness made the rounds of the press recently. The item read, in substance:

Stewartsville, N. J. George A. Prohaska, supervising principal of the local school, has been discharged by the board of education because he didn't know how to care properly for the furnace in the school building. No fault was found with his ability as a teacher, but the board does not employ a janitor, and the principal has to do the work.

Several times this winter school has been dismissed because the furnace sent clouds of smoke into the schoolroom. Finally Mr. Prohaska let the water get low in the boiler, which got out of order, so that the school board had to pay \$200 to have it repaired.

That was the last straw. The board asked the principal to look for another position after April 7.

Supt. H. B. Hayden who has been in charge of the public schools at Rock Island, Ill., for the past fourteen years, has tendered his resignation, to go into effect June 30. It is Mr. Hayden's purpose to retire from school work and make his future home in Colorado.

A bulletin of the Florida State Board of Health contains this statement:

"Listen! Sixty per cent of the school buildings in Florida has no toilet accommodations for either sex, either in the buildings or in any way connected with them or belonging to them. This statement is made on the highest authority in the state. Its true!"

The use of the motion picture film in the high schools of Wisconsin and Illinois seems assured. In the former state, the university is establishing an educational film library; in the latter a chain of co-operating high schools is to be established.

A soft answer may turn away wrath, but it seldom works on school book agents.

You can drive a boy to college, but that will not necessarily make him think.

Over-educated men are like over-fed men, only the indigestion is intellectual.

The trouble with some superintendents is too little initiative and too much referendum.

A pound of learning needs ten of sense.

A successful school-board member may be known by the friends he doesn't elect to teaching jobs.



There Was An Old Woman Who Lived In A School, She Had So Many Children She Didn't Know What To Do.

The School Keeper.

—Journal Am. Medical Assn.

RENTING SCHOOL BOOKS

By THOS. E. SANDERS

Several of my friends, during the past two years, have asked my candid opinion of renting books to pupils. I could not be honest without saying that in my judgment it is a failure. I believe it will be a failure in any elementary school. Below are my reasons for thinking so.

1. *The theory of economy to patrons.* This is the first, last and only reason for renting books, and the theory is false. It is only the kind of economy which buys coal by the single bushel instead of by the ton. For example the Complete Arithmetic in my city sells for 40 cents or rents for 15 cents a year. It is used in our sixth, seventh, and eighth year. It will cost the parent 45 cents to rent the book or 40 cents to buy it.

Remember, also, that when the child rents the book that the following provisions hold:

1. If abused, lost, or stolen the parent must pay full value.
2. The child cannot take the book from school.
3. The child does not have the book for reference during the long vacation.
4. At the end of three years the child does not own the book. If he did, it would do service for a younger brother, or could be sold for ten or fifteen cents.
5. The child loses during this time the sense of ownership, and the person who does not thrill at the possession of a book all his own has lost one of the uplifting pleasures of life.

This same theory of economy to patrons takes funny shapes. See the ardent advocate of book renting before the school board telling how a book will rent on an average of five years, thus making a net profit to the board, and then hear him telling patrons what an enormous saving in the cost of books. Think how incompatible the two arguments.

2. *Footing the incidental expenses.* "Jones, he pays the freight," was a happy advertising phrase and is said to have made a millionaire. But in book renting the people pay the freight and it does not make millionaires. The freight, the expressage, the drayage, one-fourth of the time of a \$1,200-a-year secretary, a week of each principal's time, perhaps half a day a year of each teacher's time, to say nothing of the superintendent's time used up this way. So long as the time of the teacher and the principal is rated by the hour, without regard to what they do, it does not matter. But to take the time, vitality and thought of teachers and principals doing work that should be done by a shop girl at five dollars per week is the poorest of business sense.

3. *Suppose it saves the individual patron twenty cents a year.* They tell us books are the demand of the school, hence they should be furnished at lowest possible cost. This is true. So is food, clothing, coal and other things essential to school. It would be just as logical to put teachers to running butcher shops, clothing stores, or selling coal in order that the person who has children can economize in necessary expenses. If the Board of Education will buy in wholesale, pay freight and drayage, rent rooms, hold teachers accountable for every mistake or shortage, not count her time and energy worth anything or any detriment to the school, perhaps they could run a butcher shop and undersell the regular butcher as much as we do the dealer in books. Would it pay? Just as well as the book business.

4. *It is costly to taxpayers.* I can show any business man, if he will grant that a teacher's time should be devoted to teaching and not to running a ten-cent store, that for every dollar saved the patrons it costs the city two dollars to save it. Croakers about the waste in education should turn their attention to the enormous waste of time, energy, and attention now demanded of teachers and principals doing things

that ought to be done, and would be done by dealers at a vast saving to the public.

5. *Book renting is unsanitary.* We try to rent to the same pupil year after year. This is, from the very nature of the case, impossible only to a limited extent. Let the person who has even the first principles of sanitation in mind examine some books after being rented for two years and ask him how many he thinks are really sanitary.

6. *Some of the annoying details.* Here are a few of them. We might improve some of them, but these are details as we have been using them.

1. The child may buy the book outright we shall say for 40 cents.
2. The child may rent the book for fifteen cents a year.
3. The child may exchange an old book for one year's rent of the new book.
4. If an old book is turned in on payment for a new book the child is allowed only ten cents for it.
5. A book rented one year may be sold upon demand for twenty-five cents. If a book has been rented two years the child may buy it for ten cents.
6. The child rents a book this week. Three weeks later he wants to buy it by paying the difference between rental price and sale price. You in the meantime have paid in the rental money. Here is a separate transaction to be carried and accounted for months later.
7. A boy rents a book in one school and later is transferred to another. The second school must give out books and make a record that there is no rent because the rent was paid at another school.
8. A boy quietly leaves school. You must secure the return of the books else the principal is responsible for them.
9. Each year's use of a book makes it a different price in case it is lost, damaged, sold or stolen.
10. When is a book well used? When is it abused? What is the fine? After the principal has decided all these things he



SUPT. A. BURNETT RHETT,
Charleston, S. C.

A well deserved recognition of services in the cause of better schools was the election of Mr. A. Burnett Rhett to the presidency of the South Carolina Teachers' Association at the recent convention in Spartanburg. Mr. Rhett is a fine type of the Southern schoolman, a successful teacher and a strong administrator. Since 1909 he has been superintendent of the Charleston schools.

must then collect the fines. Great sport, this is.

11. A boy rents a primary arithmetic in September for 10 cents. He gets along exceedingly well and is promoted to higher grade. Then he rents an advance arithmetic by paying 5 cents more. Both of these transactions must be kept separate.

The whole trouble, in a nut shell, is, there must be a separate record kept of each individual book. This costs more than the book is worth. Professional teaching, and professional service should not be devoted to such detail work. It costs too much. For every cent saved a patron it costs the city three cents. I doubt whether any strong virile principal, man or woman, can keep the accounts required, and make the reports demanded, without thinking old Testament adjectives which would not bear quoting in Sunday School.

These are the reasons I advise my friends to keep clear of the book-renting problems.

RURAL TYPE OF TEACHERS

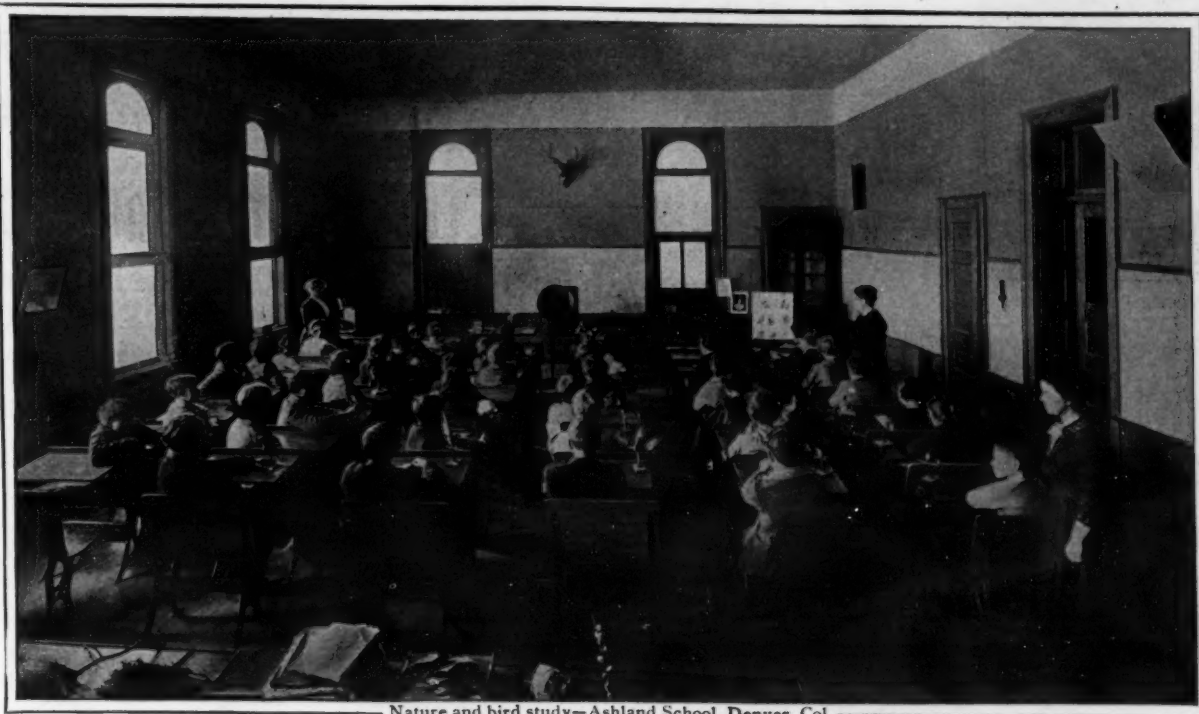
By C. E. EVANS, President South-West Texas Normal School, San Marcos, Tex.

The State Normal Schools are the most effective agencies for the training of the new type of teachers essential to the vitalization of the country. Rural life must find itself in natural growth from within, not artificial stimulus from without. A veneer of urban ideals and urban practices is useless and inadequate. Urban life and urban schools, transplanted in the country, will aggravate rather than palliate or correct the difficulties in the solution of the rural problem. Saul's armor did not fit David and would have wrought his destruction. The young man who "stays on the farm" is better material for making a good rural teacher than the one who is called "back to the farm" by failure and disappointment in the city. The city-bred young man and young woman who have little sympathy for and slight adaptation to rural conditions will be an expensive misfit and a colossal failure in the rural school. City-mindedness must give way to rural-mindedness. Teaching in the country must be to the rural teacher an investment of his talent for genuine service.

The State Normal Schools of Texas have made special provision for the training of teachers that will exemplify this ideal of teaching. Courses in general agriculture, school gardening, plant culture, economic entomology, farm dairying, farm crops, live-stock judging and feeding, irrigation and agricultural economics

are offered. Manual training is open to young men and home economics for young women. The courses in agriculture, manual training and home economics do not stop with mere textbook mastery; they correlate these with other subjects; they give prominence to methods of teaching these branches in rural schools; they emphasize laboratory training, farm demonstration work, cooking and sewing. If agriculture, manual training and home economics are to become effective instruments for fitting boys and girls for the real duties of life on the farm, and for genuine helpfulness in rural community affairs—not fads to please popular fancy—they must be taught by men and women capable of presenting them in a practical and interesting light.

The Normal School should provide, either on the campus or in an accessible country school district, a model rural school in which students may do observation work and practice teaching. It is not enough for the prospective rural teacher to have training in the ordinary practice school, however well organized and ably directed such school may be; the rural teacher should have the practice teaching under conditions that duplicate, as nearly as possible, those of the best rural schools. The model rural school promotes rural spirit and rural sympathies, acquaints young teachers with the difficulties and problems of rural schools, and gives



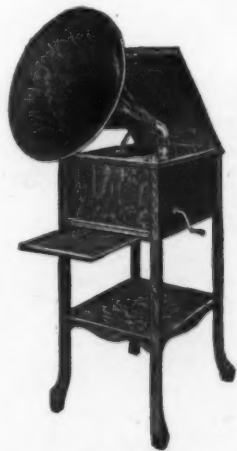
Nature and bird study—Ashland School, Denver, Col.

Do you realize what you can teach with a Victor in the school?

Do you appreciate what a necessary part of the school equipment the Victor is—how useful it is every hour of every day, in every branch of school work?

You can get an idea of its immense educational value from the fact that with a Victor you can teach such things as these:

Music Appreciation		Music History		Tones of Orchestral Instruments	
Literature of Music	Expression	Folk Song	Counterpoint	Violin	Clarinet
Interpretation	Language	Ballad	Antiphonal	Viola	Bassoon
Tone Quality	Ear Training	Art Song	Mediaeval School	Violoncello	French Horn
Voices	Trill	National Songs	Classic	Double Bass	Trumpet or Cornet
Phrasing	Roulade	Nationality	Romantic	Harp	Trombone
Diction	Portamento	Customs	Modern	Flute	Tuba
				Piccolo	Tympani
				English Horn	Bells
				Oboe	
Music Form		Reading		Accompaniments for	
March	Rondo	English	Stories	Games and Skips	Penmanship
Waltz	Overture	Public Speaking		Folk Dancing	Drills
Bouree	Fugue	Opera		Marching	Dancing
Minuet	Suite	Grand Opera	Opera Buffa	Calisthenics	Rhythms
Gavotte	Sonata	Light Opera	Oratorio		
Sarabande	Symphony				



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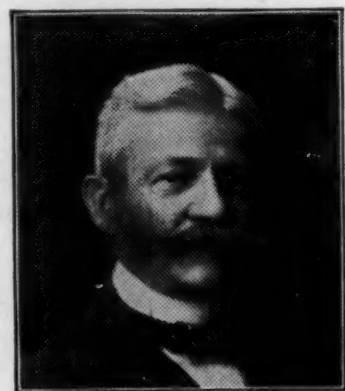
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Before And—

The Neil School, McMinn County, Tenn., as it appeared at 8 A. M., July 11, 1913.

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The outlay aggregated, in cash, \$33 in addition to the cost of the desks. It included twelve gallons of paint, five gallons of linseed oil, four paint brushes, one-half bushel of whitewash, weather boarding, lathing and nails, four window shades, material for sash curtains, four pictures, a number of books to start a school library, and one American flag. When the work was completed the building presented as attractive an appearance as a good one-room country school.

One of the delightful features of the day was the social enjoyment that resulted from the gathering together of the workers. At noon a picnic dinner was served by people in the neighborhood of the school.

It is planned to repeat the demonstration in other parts of the State of Tennessee.

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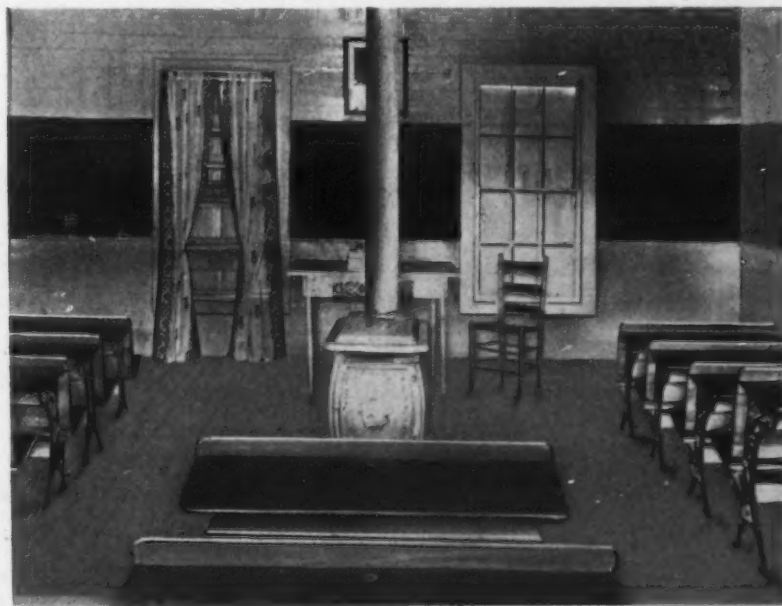
St. Paul in Readiness for Convention in July.

Practically all the arrangements for the annual meeting of the National Education Association in Saint Paul, July 7 to 11 have been completed. The local committees in Saint Paul, under the leadership of Mr. John H. Mitchell, chairman of the Executive Committee, have been hard at work for months and have all the arrangements in hand.

Headquarters will be at the Hotel Saint Paul, one of the largest hotels in the West, and in the same also will be a number of the state headquarters. Saint Paul is a splendid hotel city and the local committee is ready to reserve

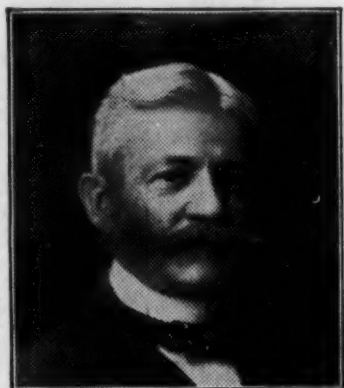
rooms for delegations or individuals who may require assistance in locating themselves.

The city of Saint Paul is well supplied with halls for meeting places. The Municipal Auditorium, a model of its sort, will be used for the general meetings and for some of the department sessions. This building, when thrown open, will seat more than 10,000 persons and the acoustic properties are such that every one in the audience can hear. By a simple mechanical device the building can be transformed into two separate halls, in which two meetings can be held at the same time without one interfering in any way with the other. Many of the department meetings will be held in these two halls. Other sectional meetings will be held in the halls of the senate and the house in the new Minnesota state capitol building, in the halls



After the Clean-up.

The Neil School at 4 P. M. of the same day.



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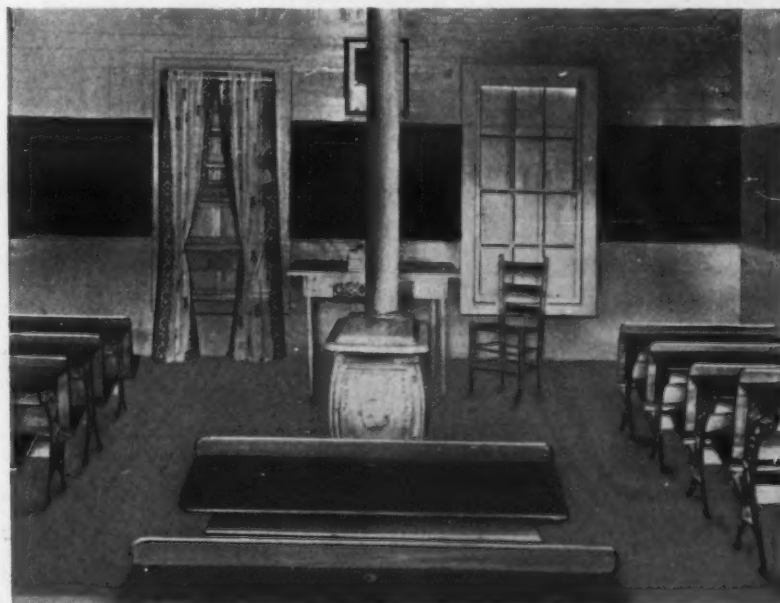
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After the Clean-up.

The Neil School at 4 P. M. of the same day.

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Each of the 1,000 lantern slides used in teaching the different subjects represented in the system is completely and technically described by the highest educational authority in the country, and the work accomplished covers the entire visualistic requirements of the Graded and High Schools.

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of the old capitol building and in nearby churches. All of these buildings are within easy walking distance of the headquarters hotel and the Auditorium. Arrangements for a large exhibit of school work have been completed and plans for the commercial exhibits are nearing completion. A large hall will be available for these exhibits and charges for space will be made only to cover the rental of the building. These plans are in the hands of the Association itself and will not be handled by the local committees.

According to an announcement made by Secretary D. W. Springer the general program for the convention has been completed and practically all of the departmental programs are in readiness. There will be six general sessions. The first will be given over to the addresses of greeting and response, the President's address, and one other. The second session will be devoted to a discussion of the status of women. "The Educational Advancement of Women" will be discussed by four women of distinction from different parts of the United States. The third session will be given to the discussion of the Final Report of the Committee on Teachers' Salaries and Cost of Living. The subject of the fifth session will be "Education in a Democracy." The sixth session will be given over to a series of ten-minute speeches on "The Needs of the Schools." These speeches will be chiefly from the ex-Presidents of the Association.

From a picturesque standpoint Saint Paul with its rivers and lakes and its summer attractions will be at its best at the time of the convention. A committee on excursions has been at work for some time planning excursions and other special attractions which will be announced soon. While the railroads have not yet fixed a rate for the meeting they are planning for special excursions to all points of interest in the Northwest and West, including Glacier and Yellowstone National Parks.

ADVANTAGES OF SCHOOL CONSOLIDATION.

Professor W. M. Denison, Inspector of High Schools in the Pennsylvania Department of Public Instruction, has summarized the arguments for school consolidation, as follows:

1. It insures a larger per cent of enumerated pupils enrolled, reduces irregular attendance and prevents tardiness; prevents wet feet and clothing, and colds resulting therefrom.



MR. J. Y. JOYNER,
Raleigh, N. C.

At the close of the four-day convention of the Conference for Education in the South and of the Southern Educational Association in Louisville, Ky., Dr. J. Y. Joyner was elected president of both organizations. A plan for consolidating the two organizations was set in motion.

2. Pupils can be better classified and graded.
3. Pupils are under the care of a responsible person from the time they leave home in the morning until they return at night. No quarrelling, improper language nor improper conduct on the way to and from school.

4. It affords the broader companionship and culture that comes from association.

5. Pupils can have the advantage of better schools, better heated, better ventilated and better supplied with apparatus, etc.

6. Better teachers can be employed; pupils will have the advantage of that interest, enthusiasm and confidence which large classes always bring.

7. It is more economical. Under the new plan the cost of tuition per pupil on the basis of total enrollment has been reduced from \$16.00 to \$10.48; on the basis of average daily attendance, from \$26.66 to \$16.07. This statement is from the sub-districts Nos. 10 and 13, Lake County, Ohio.

8. It permits a better grading of the schools and classification of pupils. It allows pupils to be placed where they can work to the best advantage, the various subjects of study to be wisely selected and correlated and more time given to recitations. Pupils work in graded schools, and both teachers and pupils are under systematic and closer supervision.

9. It affords an opportunity for thorough work in special branches, such as drawing, music and nature study. It also allows an enrichment in other lines.

10. It opens the doors to more weeks of schooling and schools of a higher grade. The people in villages, almost invariably, lengthen the school year and support a high school for advanced pupils.

11. It quickens public interest in the schools. Pride in the quality of work done secures a greater sympathy and better fellowship throughout

(Concluded on Page 70)

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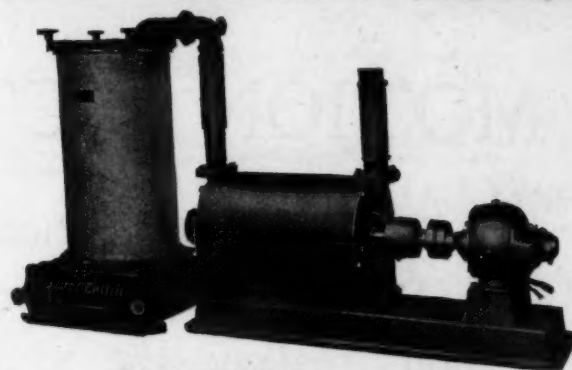
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VALUE OF CONVENTIONS

By PAUL KREUZPOINTNER, Altoona, Pa.

In the SCHOOL BOARD JOURNAL for April the question is raised: Is the meeting of the Department of Superintendence worth the expenditure of more than a hundred thousand dollars which it costs annually? While this is a legitimate question from both the standpoint of the taxpayer and the pedagog, it should not be difficult to answer the question in the affirmative. Assuming a maximum expenditure of \$200,000 for the Richmond convention, including cost of entertainment and wear and tear of shoe leather, then, with an attendance of 2,000 members, there would be an average expense of \$100 per member, and less, to the city the member came from, because in a few cases school boards would reimburse the superintendent completely. In a majority of cases it would be found that the city does not pay more than three-fourths of the expenses incurred and often not even that much. Thus, on closer analysis, the question would be: Does it pay a city to send the superintendent to a convention, and what benefit is it to the latter to spend money out of his pocket to go there anyway?

The purpose of a teachers' convention differs in no way from the purpose of any of the numerous conventions held every year by a multitude of trade, commercial, engineering, scientific and professional societies, and that purpose is the exchange and interchange of ideas and experiences gathered by the members during the year in the course of their occupational activity. But why should it be necessary to carry on this exchange and interchange of ideas and experiences thru personal contact at considerable expense of money and time and not thru the cheaper and time saving agency of the numerous trade and professional journals who would often enough not only be willing to publish such communications but in many cases

pay for them, while the authors receive no pay if they present the same ideas at a convention?

As to the question why such an exchange of ideas is desirable, the answer is that the field of knowledge and experience in any occupation has become so extensive and diversified that no man can possibly cover any one field completely; and, in many cases, he can cover only a small part of the field of knowledge pertaining to his calling. Thus, engineering, medicine, law and other callings are divided into special fields of activity with requirements of their own. But no specialist, however expert, can be a master of his particular fields of knowledge and activity without keeping in touch with the experiences of related fields of activity and the ideas resulting from these experiences, hence the absolute necessity nowadays of the freest exchange and interchange of ideas and experiences between persons engaged in related callings.

In addition to that there are constant changes taking place in conditions of life with consequent changes in human activities, these changes taking place sooner in one part of the country than in another, resulting in the additional necessity for any person, whatever his calling, to inform himself or herself, of the nature of these changes if he, or she, wishes to keep up with the struggle for existence.

Now supposing all those who have been asked to speak at a convention would publish their papers in some journal. Would these contributions attract the same interest and be read with the same attention, and make the same impressions upon the minds of the readers as the words and expressions of the speakers will make upon their hearers? Could there possibly be the same expression and exchange of opinion and discussion of the merits and demerits of the ideas and experiences presented, among those attending

the convention if the members did not come together but merely read the paper?

If it is desirable at all to have an exchange and interchange of ideas and experiences between persons occupied in related callings, and selfpreservation compels them to do so, it is obviously more practical and promotive of the purpose to come together in personal intercourse to get the full psychological benefit of the other fellow's mental activity, even tho it cost more than the subscription for a trade paper or journal.

Leaving out of consideration the purely commercial gain accruing locally from the gathering of large numbers of people, the educational influences and possible beneficial reactions upon the social life and technical and professional activities of a city or country arising from the presence of first-class conventions, is the reason that municipal or national governments often go a great ways to bring them there. And European governments do a great deal more in this respect than our municipal, state, or national governments are doing.

In most of our cities stated funds are reserved for the purpose of sending the heads of fire, water, health, police and engineering departments to the annual conventions of these municipal departments and large works and railroads frequently not only send their department heads, but also subordinates, to technical conventions so that the force may be permeated with the ideas and experiences offered at particular conventions. Thus, the writer has one concern in mind where, aside from the department and division heads, six to eight of the office force are regularly sent to the annual convention of a related technical society, their expenses being paid by the company. In addition they are furnished with copies of the proceedings of the society. The sending of these men to the convention at considerable expense, is proof that the concern expects a tangible return for the outlay, in greater efficiency; and

MOTION PICTURES IN SCHOOLS

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sending them to the convention, in addition to furnishing them with copies of the proceedings, is proof that the personal intercourse and hearing of the discussions is considered of greater value than merely reading what was said and is worth the money expended. The same concern furnishes every foreman with a trade journal and causes some of them to become members of related societies, paying their dues and expenses to attend the monthly meetings. And there is no reason to doubt that the benefits derived by a private company from sending their employees to a convention at its own expense will also accrue, in a similar manner, to a municipality by sending the superintendent of schools to a teachers' convention.

The writer is under no personal or professional obligations, as is a superintendent of schools, to keep up with the times in order to retain his position and professional standing in the community. Notwithstanding this, he pays his own expenses to attend as many of these educational conventions as he can, sometimes four a year, to familiarize himself with the progress of educational thought.

Judging from the confidence extended to the writer by educators he seems to have been able to modify considerably the misunderstandings and lack of appreciation of each other's situation and difficulties which used to prevail between the teachers and the industries, concerning the aims of industrial education. This could not have been accomplished and confidence would not have been gained by staying at home. By comparing notes and exchanging opinions we learn to appreciate each other's value and point of view. Was the cultivation of good will, mutual understanding, and confidence, the creation of co-operative spirit between two strong social forces not worth the proportional share of the expenses? And instances of similar beneficial reactions upon communities could undoubtedly be multiplied.

Of course some would be found who do not

benefit their communities five cents' worth after returning from an educational convention, but some seed is lost at every sowing.

In various instances the writer's industrial experience, plus study of our educators' needs was helpful in strengthening the hands of school authorities. In one case, during an educational convention, he was invited to address the board of education meeting during convention week, and it so happened that the writer was able to

sustain the superintendent in his endeavor for improved schools. What share of the total expenses of that convention was of worth to that city, assuming that that hour's talk was worth something?

It is impossible to measure the value of convention influences by dollars and cents, but the practical American sense would not pay the price if there were no tangible value to be obtained.

THE NEW OHIO SCHOOL LAWS

The most important general revision of a state code of school laws, since the passage of the Pennsylvania code in 1910, was recently enacted by the Ohio legislature. The unsatisfactory conditions of many of the Ohio rural schools led, some years ago, to the formation of an organization whose special work was the study of country schools and country-school problems. Simultaneously, the State Department of Education inaugurated a campaign for better schools. The Department began its activities by making careful examinations of conditions and then compiling information on length of school terms, attendance, professional training, etc. The study of the Department showed a pressing need for better supervision and for a general uplift of the country schools. It was found that there were more than 1,500 country schools, with less than twelve pupils in attendance, that there was a great lack of uniformity in the courses offered and that the general interest in the schools was at a very low point.

To bring all of the information into a definite form, and to base the campaign for improvement upon facts including all the country schools, a state survey was organized, about a year ago, which collected a vast amount of data, tabulated it and presented it to the legislature in the form of a report. As a result of this report, the legislature enacted what is equivalent

to a revision of the most important parts of the Ohio School Code. The chief features of the legislation are summarized below:

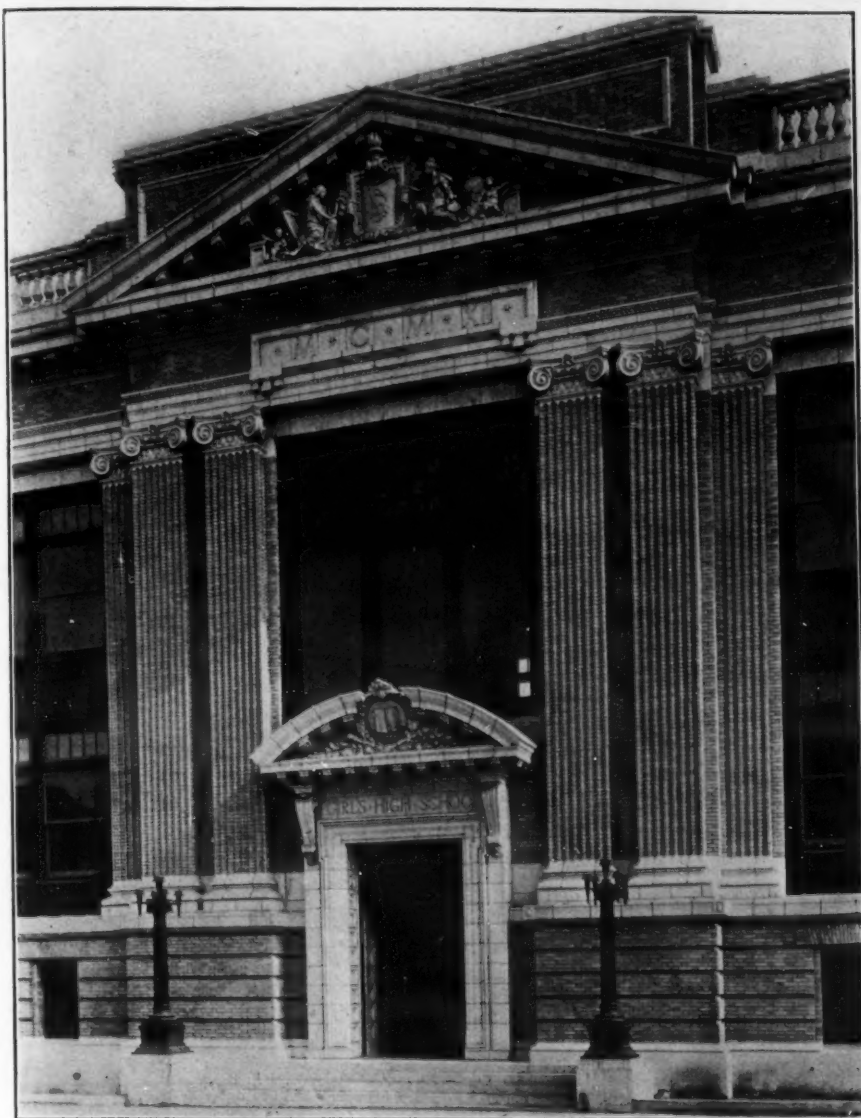
Supervision Law.

Hereafter the school districts of the state shall be styled respectively city school districts, village school districts, rural school districts and county school districts. All school districts that were previously township or special school districts are now known as rural school districts. The boards of education in these school districts are elected by the local authorities and their duty will be very much the same as before the new code was passed. Under the new code no rural school district hereafter created will contain less than fifteen square miles of territory.

The county school district shall consist of all the village and rural school districts of the county, including any territory attached to the school district of the county for school purposes, and excluding the territory attached to school districts in other counties for school purposes, and excluding the city school districts within the county.

The board of education of any village school district containing a population of 3,000 or more, and less than 5,000, may have their district set apart from the county school district. However, whenever a village school district is exempted, such school district shall not be entitled to receive state aid for purposes of supervision or teachers' training courses. The county school

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districts shall be under the supervision and control of a board of education composed of five members, elected by the president of the village and rural boards of education in the county school district. At least three members of such boards shall be residents of rural school districts, and one member shall be a resident of a village school district. No two of these members shall live in any one school district of the county. The presidents of these village and rural district boards shall meet on the second Saturday of June, 1914, for the purpose of electing the members of the county boards of education. The terms of office of the members of the county boards of education shall begin on the 15th day of July, 1914. The county board of education shall meet on the third Saturday in July, 1914, for the purpose of organizing. All members of the county board of education shall receive their necessary traveling expenses while attending their regular meetings.

The county board of education, not later than July 20, shall appoint a county superintendent for a time not longer than three years, commencing on the first day of August, 1914. The qualifications of the county superintendent shall be:

1. At least five years' experience as superintendent and hold a high school life certificate or,
2. Six years' experience in teaching; two years' additional experience in teaching, and be the possessor of at least a three-year county high school certificate, or,
3. Five years' experience as superintendent, and be the holder of a county high school certificate, and also be a graduate from a recognized institution of college or university rank, or,
4. Five years' teaching experience with one year's professional training in school administration and supervision, in a recognized school of college or university rank, and be the holder of a high school certificate, or,
5. Five years' teaching experience with one year's professional training in school administration and supervision in a recognized school of college or university rank, and be the holder of a county high school certificate, and be a graduate

from a recognized institution of college or university rank.

Any teacher who has the above qualifications, regardless of where they live, are eligible to apply for these positions.

The county superintendent shall be the clerk of the county board of school examiners. The other two members of the examining board shall be a district superintendent and one other teacher, who shall teach in the county school district or exempted village district.

The county board of education has the power to divide the county into supervision districts, and over each of these supervision districts there shall be a district superintendent. This district superintendent will have from 20, the minimum, to 60, the maximum number of teachers. The state will assist in paying the district superintendents' salary. The state will pay one-half up to \$750; and in case of the county superintendent the state will pay one-half up to \$1,000. Thus the district superintendent's salary will be \$1,500 and the county superintendent's salary will be \$2,000. But higher salaries can be paid if the boards electing each of these superintendents desire to do so. These district superintendents are to be elected by the boards of education for which they work. Their qualifications are:

1. Three years' experience in school supervision and be the holder of at least a county high school certificate, or,
2. Four years' experience in teaching, one year's additional experience in supervision, or one year's training in supervision in an institution of college or university rank, and be the holder of state life and county school certificates, or,
3. Three years' experience in teaching, graduation from a first grade high school or its equivalent, and in addition thereto, two years' work in professional training in a recognized institution of college or normal school rank.

The first election of a district superintendent shall be for one year, and he may be elected for a term not to exceed three years after he has

had one year's experience. The county superintendent is given authority to nominate district superintendents, and the district superintendents are given authority to nominate teachers.

Certification Law.

Hereafter the State Board of School Examiners shall issue life certificates to teachers who meet certain qualifications.

All teachers who now hold a two, three, five or eight year certificate, and have five years' experience, are exempt from normal training. Teachers that do not possess these qualifications shall take professional training before entering the profession, as follows:

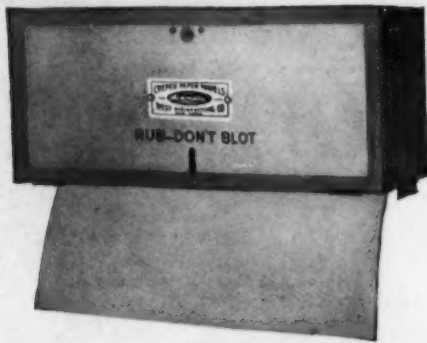
After January 1, 1915, not less than six weeks of professional training will be required for elementary certificates. This professional training will increase six weeks each year, and by 1920 all teachers must have one year's professional training and at least two years' instruction in a recognized high school.

After January 1, 1915, all applicants for special and high school certificates shall have had at least two years in an approved high school, and after January 1, 1920, such applicants shall be graduates of a first grade high school, or its equivalent. They shall also possess the qualifications enumerated for elementary certificates. Any teacher that takes an examination will be given a certain number of questions in each branch and also a practice test in actual teaching. This practice test in actual teaching is to be given by the district or county superintendent, or the person in charge of the practice work at the normal school or university.

Three normal schools in each county will be established in connection with first grade high schools for the training of rural teachers. These will receive \$1,000 annually and will be located by the superintendent of public instruction.

Standardization.

The elementary schools are to be standardized as well as the high schools. The schools will be classified as follows: Second grade, one room rural schools, and first grade, one room rural



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schools. Second grade consolidated schools composed of two rooms or more and first grade consolidated schools composed of three rooms or more. These elementary schools are to be standardized by the Superintendent of Public Instruction, assisted by the four State Supervisors of Agricultural Education. Before these elementary schools can be so classified they must meet certain requirements as to library, apparatus, teacher with a proper certificate and experience, have clean grounds, and have the buildings in good repair, and other essentials that go to make up a good school. When these elementary schools meet these requirements as specified in the law, a first grade, one room rural school, will receive \$25 annually from the state treasury; a second grade consolidated school will receive \$50, and a first grade consolidated school will receive \$100 annually from the state treasury. When the elementary schools are thus standardized the pupils graduating from the eighth grade from these recognized elementary schools will be entitled to attend any high school in the state without examination. By this new plan school buildings, school courses, and general school equipment, as well as the teachers, will be examined and made to come up to certain requirements, instead of continually examining the child. The pupils in elementary schools that do not meet the requirements of our standardization law will be certified to the high school on the certificate of the district superintendent having charge of the district. This law further provides that a graduate of any first grade school as recognized by the State Department of Education will be entitled to enter the arts course of any college, university or normal school, supported by the state, without examination.

Distribution of State Funds Law.

The new law on the distribution of state funds puts a premium on attendance at school by paying each district from the state common school fund, \$30 per teacher and dividing the rest of the fund according to the average daily attendance. This will be a considerable improvement over the distribution of the funds on the \$2 per enrollment basis as was the case heretofore.

State Aid to Weak Districts Law.

This law provides for state aid to weak districts and appropriates \$85,000 annually for this

purpose. All schools must be in session eight months in the year. The minimum salary for teachers without training is \$40 per month; with six weeks' professional training, \$50 per month; graduate of a normal school for the training of teachers, \$55 per month. The minimum for high school teachers in these state aided districts will be \$70 per month.

The Teaching of Agriculture in the Public Schools Law.

This was not an entirely new law, but was a revision of the former Cahill law that provided for the teaching of agriculture in all schools outside of the city districts. It provides for the appointment of four State Supervisors of Agricultural Education, as did the old law, but in the new draft these supervisors are inspectors of all subjects that are related to agriculture, instead of just agriculture alone, as was the case in the original draft. These supervisors will also aid in the standardization of schools; encourage county fair boards to establish young peoples' agricultural exhibits at each annual county fair; give special addresses on agriculture and related subjects at teachers' institutes; farmers' institutes; and farmers' schools and prepare courses of study in agriculture and related subjects for the use of the schools.

Inspection of High Schools Law.

The high schools will be more thoroughly inspected than ever before. There will be two full time inspectors of public high schools from the State Department of Education; two from the College of Education of the State University, and one from the College of Education in each of the State Normal Schools. These all work under the direction of the Superintendents of Public Instruction, and all report to him. Thus there will only be one set of men that classify the high schools, which is quite an improvement over the old law that provided for classification, both by the State Department of Education and by the State University.

Administration.

The Superintendent of Public Instruction is given a great deal of authority as the head of the school system of Ohio. It is his duty to standardize all the public schools that wish to come under the provisions of the new code; also all the colleges, universities and normal schools

that are preparing teachers for the profession of teaching. In addition to the above all professional certificates will be issued from the Department of Education, and must have the State Superintendent's approval. The purpose of the new code is to leave as much local authority in the management of the school as possible, but at the same time give the head of the school system of Ohio the opportunities of requiring all schools to meet the standard of efficiency.

Under the provisions of the new Constitution, adopted in the fall of 1912, the Superintendent of Public Instruction is now appointed for four years by the governor of the state. All employees working for the State Superintendent of Public Instruction other than the chief clerk and the assistant superintendent, are under State Civil Service.

A PROGRAM FOR SCHOOL SAFETY.

Mr. Fred L. Keeler, superintendent of public instruction for Michigan, has made public a list of ten requirements which he considers essential for safeguarding schoolhouses against the dangers of fire and panics. The requirements are:

No new school building should be recommended more than two stories in height, with three stories as the absolute limit.

Plans for new buildings should call for fireproof construction, by an architect who knows what fireproofing means.

Each floor, in large schools, should be constructed with fireproof partitions, and so arranged that each section may be completely shut off from every other section.

Heating plants should be separated from the remainder of the building by fireproof walls, ceilings and doors.

Assembly rooms should be located on the ground floor.

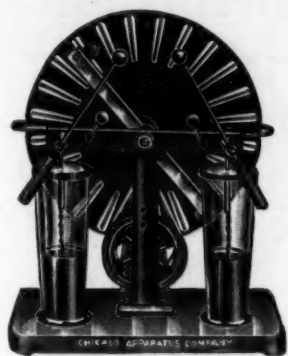
Attics should be cut by, at least one partition, to prevent draughts.

The stairs should be located at opposite ends of the building, and lead directly to the exits.

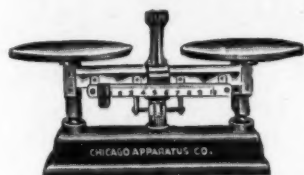
Halls should be wide, light and absolutely free from obstruction.

Outer doors should be furnished with "panic bolts," which can be opened from the inside by light pressure.

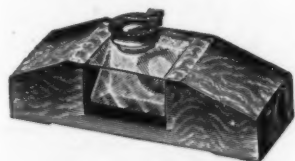
Automatic sprinklers should be located in store and fuel rooms.



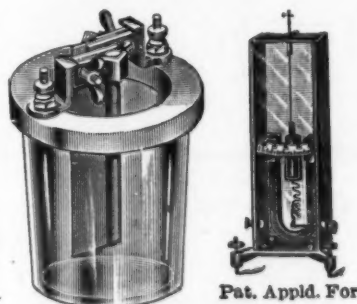
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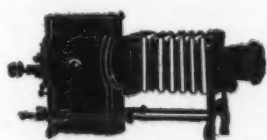
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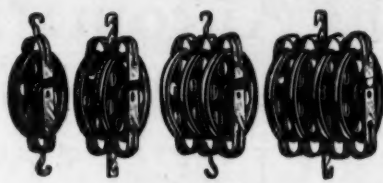
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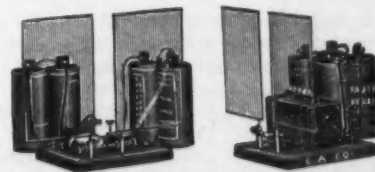
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SCHOOL CREDIT FOR HOME WORK.

In following up a very successful experiment of giving school credit for home work performed by high-school students, Supt. C. H. Barnes, of St. Cloud, Minn., has devised a plan for giving similar credit for definite home and outside work done by children in the grades above the fourth. While the plan which has been adopted is tentative, its first trial has given promise of even greater success than the similar plan in the secondary school.

In addition to satisfactory class work and examinations in the regular work of the school, Mr. Barnes proposes that all children shall be entitled to promotion with credit provided they obtain 300 points for home work. If they obtain 500 points they will be entitled to promotion with honor.

Six weeks' faithful and regular performance of the home duties and outside work, or school work listed below, with proper certification on the part of the parents, will entitle pupils to credit as indicated.

Ten points for each: 1. Sawing, splitting and carrying in wood and kindling. 2. Building fires or tending furnace. 3. Caring for horse or cow and doing other barn chores. 4. Working in the school or home garden, or on the farm. 5. Mowing the lawn. 6. Making a bird-house and feeding the birds. 7. Learning to swim. 8. Keeping off the streets. 9. Arriving at school with clean hands, face, neck, teeth and nails and with hair combed. 10. Obtaining 100% in spelling daily. 11. Making noticeable improvement in handwriting. 12. Practicing music lesson thirty minutes daily. 13. Keeping regular savings account with growing deposit. 14. Care of younger children. 15. Caring for the sick. 16. Mopping and caring for kitchen. 17. Sprinkling and iron-

ing clothes. 18. Making and baking bread, biscuits or cake (exhibit). 19. Making piece of hand-work for the home. Five points for each: 1. Caring for poultry and gathering eggs. 2. Delivering milk or carrying water. 3. Running errands cheerfully. 4. Doing without being told. 5. Mowing the lawn. 6. Caring for walks and drives. 7. Making useful piece of woodwork for the home. 8. Cleaning vacant lot. 9. Staying at home nights. 10. Retiring on or before nine o'clock. 11. Bathing at least twice each week. 12. Sleeping in fresh air. 13. Getting up in the morning without being called. 14. Preparing father's lunch. 15. Helping with the breakfast, and with the dishes after breakfast. 16. Preparing smaller children for school. 17. Writing weekly letter to some absent relative--grandmother preferred. 18. Reading and reporting on one approved library book. 19. Reading aloud fifteen minutes or longer each night to some member or members of the family circle. 20. Taking sole care of plants and flowers. 21. Sweeping floor and dusting furniture. 22. Making beds. 23. Scouring and cleaning bath tub and lavatory. 24. Helping with the washing. 25. Setting table and serving. 26. Helping cook supper and helping do the dishes after supper. 27. Doing own mending. 28. Learning to knit or crochet. 29. Braiding and sewing rug. 30. Making piece of hand-work for the home. 31. Making useful piece of woodwork for the home. Fifteen points for each: 1. Making useful piece of woodwork for the home. 2. Preparing one meal alone daily for the family. 3. Attending summer school. 4. Making own graduating dress--eighth grade. Ten points for each: 1. Delivering papers. 2. Selling standard magazines. 3. Delivery wagon. Fifteen points for each: 1. Gathering cucumbers, picking strawberries or picking up potatoes. 2. Office boy. 3. Clerking in store. 4. Tool boy--granite sheds. 5. Car shops. 6. Employment in any of the local industries. 7. Other work not listed reasonable credit.

A special certificate of promotion has been arranged by Superintendent Barnes for pupils who are promoted with credits for home and outside industrial work. The certificate commends the pupil for industry, fidelity at home and cheerful usefulness.

AMONG BOARDS OF EDUCATION.

Chicago, Ill. The school management committee of the board of education has appointed a subcommittee, consisting of three members of the board, the superintendent of schools, and the chairman of the committee on school management, "to make an investigation of the desirability of the board of education's publishing all the textbooks used in the elementary schools of Chicago."

Mr. Joseph Loeb, chairman of this subcommittee, in a public statement, recently said: "I believe that if we can print all of the textbooks it will mean a saving to pupils annually that may go into the hundreds of thousands. The saving on the speller, which is probably the most inexpensive book in the grades, will be \$10,000 annually, according to my estimates. The cost in the preparation of the text was only \$800, which was paid to teachers for overwork."

"I see no reason why we cannot make our arithmetics, our readers and our grammars. It may be more difficult in getting out a history, but there is no reason why a good historian shouldn't sell his manuscript to the board as well as to a publishing company. Some of the printing firms that turned in bids on the speller do the printing and binding for book companies who sell us textbooks."

Alton, Ill. Mr. G. F. Roenicke, superintendent of school buildings, has been re-elected at a salary of \$990 per year.

In response to an increased demand for gymnasiums, as a part of the school plant, the school board of Hazleton, Pa., has adopted the policy that all future school buildings include a gymnasium. The high school building has a gymnasium which is used by the entire school enrollment of over five thousand children.

Jackson, Mich. During the past year the public has been kept unusually well informed of school policies by means of the newspapers and by talks given before various local organizations. The newspaper reporter is always welcomed at the offices of the board and the newspapers have been very generous in devoting space to school matters. At the last annual school meeting and election, the people were asked to approve of a budget for running ex-

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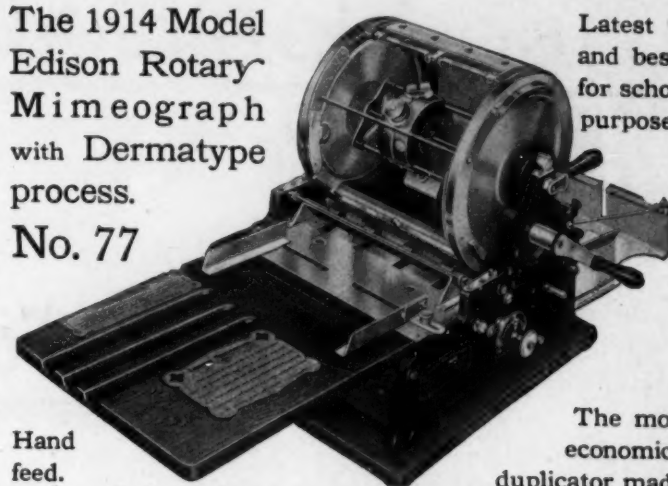
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penses and a bond issue to provide for enlarging the school plant amounting all told to over \$500,000. This is a large sum for a city of less than 40,000. Prior to the election the newspapers devoted much space to the matter and rendered valuable assistance. At the same time Supt. E. O. Marsh and others of the school forces explained the needs of the schools before the chamber of commerce, the trades and labor council and various other organizations and gatherings. The people responded by almost a three-to-one vote in favor of the proposed program.

The New York board of education has undertaken the installation of 110 phonographs in the public schools in accordance with the \$6,000 budget appropriation for that purpose.

Jackson, Mich. An unusual amount of special equipment has recently been procured for the schools: an auto truck for the supply department; adding machine and filing cabinets for the offices; lathes, bandsaws, planer and other apparatus made necessary by the addition of a year's work to the manual training course; sewing machines; typewriters and special equipment for an additional year's work in the commercial department of the high school; a number of pianos, including a grand for the high-school auditorium; stereopticons and lantern slides; stereoscopes and stereoscopic views.

Under the direction of Superintendent of Property J. H. Cook, the Philadelphia board of education will undertake the beautifying of school grounds by planting of trees and trimming of those now growing. Eight schools will be benefited by the work.

The school board of St. Joseph, Mich., has lengthened the school year from nine to ten months. The change is intended to give more time for the completion of the work of the year without crowding or eliminating any important item.

The school authorities of Atlanta, Ga., have taken steps to re-organize the school system so as to reduce the maximum number of pupils in grade classes from 60 or 70 to 40 children. A seven-year grammar course is planned as a substitute for the eight-year system.

Milwaukee, Wis. The school board, by a vote

of fourteen to one, has appointed the New York Bureau of Municipal Research to undertake a survey of the public schools. The work will start in the special school department.

Spokane, Wash. Mr. E. J. Riner has recently been appointed to the position of superintendent of buildings.

The school board of Oak Park, Ill., has secured a motion picture machine as a tryout of the educational possibilities of the machine in the public schools. One of the first demonstrations was a talk on wire and its uses. The lecture was illustrated with pictures showing the exact processes in the manufacture of wire "from the furnace to the farm."

Upon the recommendation of President Thomas W. Churchill, the calendars of the meetings of the New York board of education have been made in two parts. One section is made up of non-routine matters and is listed on pink paper. Matters of a routine nature, which may be disposed of easily and quickly, are noted on another sheet. It is provided that any item on the routine list may be transferred to the important one at the instance of any member. The change has been made with a view of economizing on time and to allow due consideration of important matters.

Philadelphia, Pa. Mr. Andrew J. Hammond, superintendent of supplies, has been unanimously re-elected.

Mr. John Wanamaker, member of the board of education at Philadelphia, Pa., has come out strongly for economy of time in the disposal of school-board matters. Mr. Wanamaker insists that too much time is consumed in the discussion of trivial matters and urges that the individual members and special committees prepare definite recommendations previous to the meetings. These may then be acted upon in the business meeting without an extended discussion of the details.

The board of education at Parsons, Kans., has approved the policy of appointing men applicants to the principalships of ward schools. A salary of \$100 per month has been fixed as the minimum compensation at which such a man may be obtained.

Fargo, N. D. A satisfactory conclusion of an unwarranted assault upon Supt. Nelson Sauvain, of Casselton, N. D., was reached on April 10th when G. O. Dalrymple made a public statement admitting his guilt. It appears that Supt. Sauvain enforced a rule of the school against the son of the defendant and the latter attacked him with his fists. The superintendent thereupon entered suit for damages, but before the case could be tried the defendant sent a check for \$625 and inserted in the local newspapers an open letter to the patrons and citizens of Casselton admitting an inexcusable assault.

The school board of Houston, Texas, has purchased an automobile for the use of the business manager.

Chicago, Ill. Under the direction of W. L. Bodine, superintendent of compulsory education, a census of the public schools has begun on May 4th. It is expected that the count will reach 2,500,000 children. The census will show name, age, address, sex, nativity; number of children of compulsory attendance age; number attending school and those not attending; number of children between 14 and 16 who are at work and the nature of employment; the number between 14 and 16 who are neither at school nor at work; the deaf, dumb, blind, epileptic, crippled and subnormal. Information on the latter will be used in the educational department of the board which conducts special classes for defectives.

The school board of Minneapolis, Minn., has abolished the rule requiring that teachers, principals and superintendents return from summer vacations several days in advance for the purpose of taking part in the general meeting of the school faculties. All instructors will, however, be obliged to return a little earlier because of the opening date in August.

The school board of Alliance, O., has created the office of purchasing agent and custodian of school properties. The new official will have charge of the purchase of school furniture and supplies and the repair and maintenance of school buildings. He will also perform such other duties as may be assigned him by the superintendent.

(Concluded on Page 42)

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The Planning of a Gymnasium

Our book, "The Planning of a Gymnasium," is now ready for mailing. It contains a mass of data and handy references accumulated through many years of experience in planning and equipping gymnasiums.

It has numerous illustrations besides containing plans of typical gymnasiums for Y. M. C. A.'s, schools, etc., showing various styles of construction as employed by prominent architects.

Under the subject of "Equipment and Administration" the entire department of physical training is covered in a thorough manner, including the gymnasium, swimming pool, locker rooms, locker systems, special exercise rooms, examination rooms, directors' offices, etc.

This book not only covers the equipment so far as apparatus is concerned, but also takes up the problems usually hardest to solve, such as heat, light, ventilation, sanitation, and filtration, together with the subjects of administration and coordination.

If we asked you \$5.00 for this book you could not afford to be without it if you contemplate planning a new gymnasium. A copy will be sent free to any School Official.

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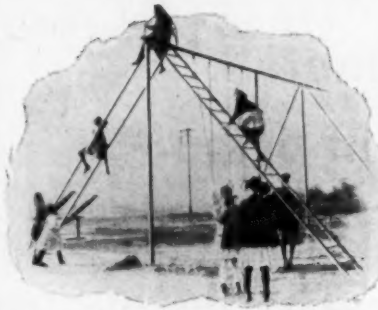
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There is an increased realization that school yards should be put to use during the hours when school is not in session. It is obviously a waste of space and public money

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In school yards not primarily intended for playgrounds for general use, not a great deal of apparatus is required. A small gymnasium frame, a set of see-saws, a few swings, a slide or giant stride, will serve many children, and by installing one or two of these pieces a school playground can be started in a moderate way with a small expenditure.

Let us tell you more about this and send you a copy of our catalog, together with our interesting booklet, "The Story of My Ideal Playground."

Fred Medart Mfg. Co.

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(Concluded from Page 39)

Des Moines, Ia. The school board's business methods have been criticized, by a new member of the board, in particular, the method of paying six per cent interest on unpaid school warrants when money is lying idle in another fund and is drawing only two per cent interest. It is the opinion of the members that the treasurer should pay all warrants so long as he has any money on hand, but some uncertainty has been felt as to whether money in one fund may be diverted to pay bills incurred against another fund.

Detroit, Mich. An accounting system has been put into operation by Secretary Charles Gadd of the public schools, thru which the school authorities are able to account for all the supplies furnished to teachers, principals and janitors.

The system permits an accurate record of all books and supplies used for each school year. It also gives the monthly average for per room and per pupil so that it may be known at any time which are the extravagant schools.

At the end of the school term, principals and janitors must give account of all supplies furnished. The system has been worked out to such a point that last year only one book was missing and the price of the same was split between two teachers.

Cleveland, O. According to a recent report of the supervisor of reports and requisition of the public schools, the cost of educating an elementary pupil for the year 1913 was \$1.24 more than that of the previous year. During this time the total registration increased from 62,825 in 1912 to 67,719 in 1913, and the teaching corps was increased from 1,585 to 1,662 instructors. The per capita cost was \$21.90 in 1913 as against \$20.66 the year previous.

In the technical high schools, the per capita cost for 1913 was \$63.09 as against \$61.99 in 1912 while the teaching corps was increased from 76 to 85 instructors.

The school board of Detroit, Mich., has undertaken successfully the testing of coal for ascertaining its heating qualities. Where the coal is above the standard contracted for, the contractor is given a bonus; where it is not, a rebate is required. The rebates for the three months of

October, November and December amounted to \$924.

Moline, Ill. The school board has, with the exception of the kindergarten, raised the tuition fees of public-school children who enroll from outside the city. In the high school, the fee has been raised from \$3 to \$4.50 and for grade schools the increase is from \$2 to \$2.50. The change will be effective in September next.

Battle Creek, Mich. The school board has made a change in school hours for the grades by which the morning sessions open at 8:30 and the afternoon sessions begin at 1:15. For the primary department the noon hour is two hours and ten minutes; for those in the second and third grades a period of two hours is provided; and for those of the three higher grades one hour and a fraction is provided. Sessions for the different grades close from 3:00 o'clock up to 3:30. The schedule of periods is as follows:

Grade—	Morning		Noon Hour	Afternoon	
	Open	End		Open	End
Bgn's.....	8:30	11:00	2 h's. 10m	1:15	3:05
1st.....	8:30	11:05	2 h's. 10m	1:15	3:05
2nd.....	8:30	11:10	2 h's. 5m	1:15	3:10
3rd.....	8:30	11:15	2 h's.	1:15	3:15
4th.....	8:30	11:20	1 hr. 55m	1:15	3:20
5th.....	8:30	11:25	1 hr. 50m	1:15	3:25
6th.....	8:30	11:30	1 hr. 45m	1:15	3:30

Upon the suggestion of Supt. A. N. Cody, the school board of Flint, Mich., has in advance of the regular supply season, awarded a contract for school paper for various purposes. Attention was called to the fact that the paper is in better condition if purchased early in the season and allowed to stand in the supply room until it has become firm and hardened.

A bill has been introduced in the Maryland legislature authorizing the governor to appoint a commission of three members to conduct a thorough survey of the public, normal, state-aided, elementary and secondary schools and also the colleges of the state with a view of correcting conditions and co-ordinating the work of the several institutions.

It is provided in the bill that the commissioners shall call to their assistance any expert help that may be available, either thru public or

private foundations. While the commissioners will receive no compensation for their services, an appropriation of \$10,000 is made to cover the expenses and to enable them to employ assistants. They are also permitted to purchase books, maps and other necessary material.

The commissioners are permitted the use of the office of the state board of education and are given free use of all public records, as well as the right to call upon any school official connected with any public, normal or secondary school who may be able to render assistance.

It is believed the bill will be approved by the governor in view of the fact that he has been much interested in the proposition and has made several trips to surrounding cities for information.

State Supt. W. F. Doughty, of Texas, with the aid of his assistants, has begun a thorough inspection of the state high schools with a view of increasing their efficiency and co-operation. Mr. C. A. Jay, chairman of the State Board of Examiners, and Mr. G. M. Sims, assistant superintendent, have been delegated to the work.

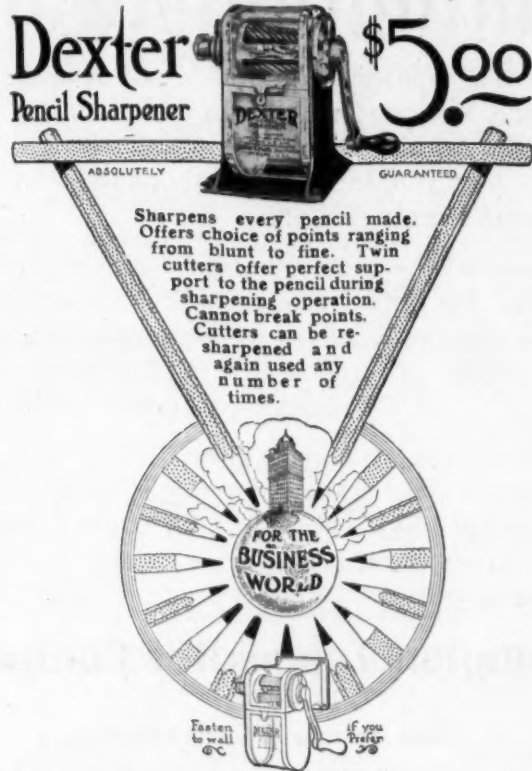
Boston, Mass. Arrangements have been made for the opening of summer review classes at five public schools. An appropriation of \$12,000 has been made and sessions will extend over a period of seven weeks, with six sessions each week. High-school sessions will begin at 8 o'clock and close at 12; elementary schools will begin at 8:30 o'clock and close at 11:30.

Chicago, Ill. Under the supervision of the principal, the students of the Lucy Flower Technical High School have, during the year, conducted a school lunchroom with receipts amounting to \$3,193 and disbursements of \$3,145. For the period from September to January, the sum of \$1,011.29 was spent. Of this, the largest item, food materials, reached \$829.72. Labor amounted to \$108.58. The lunchroom began with a capital of \$11 and closed with a balance of \$48 in the treasury.

The Chicago board of education has recently adopted the Brooklyn school savings system, approved by the American Bankers' Association, and has authorized the inauguration of the banks in all the schools as fast as the principals make application for them.

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When the question was raised "why did you buy DURAND STEEL LOCKERS" the answer came back from the president of the board:

"We have examined not only the samples but actual installations of all lockers represented and the DURAND STEEL LOCKER is not only the neatest in appearance, finish and lock but also seems stronger than any other made."

But this incident on this particular Thursday night happens regularly in all parts of the country. DURAND STEEL LOCKERS are "Superior Lockers" and we welcome criticisms and comparisons.

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For Busy Superintendents

Supt. L. P. Benezet, of LaCrosse, Wis., has gathered some interesting data concerning the age and progress of children in the graded schools. He found 744, or 23.7 per cent of the pupils are ahead of their grades one or more years; 1,298 are normal or in the grade in which they are supposed to be; 1,086, or 34.7 per cent are behind their class.

Mr. Benezet in discussing the conditions found in his schools, gives four good reasons for retardation, namely: Late entrance; sickness and irregular attendance; changing from one school to another; lack of sufficient study at home. In regard to the third cause, Mr. Benezet would have all students finish in the school in which they started, whether it be public, parochial or private. To the last cause he attributes most of the failures of pupils in the higher grades and the high school. Too much time is spent at places of amusement when the student should be at home working at his books.

Supt. Clarence T. Benson, of Cerro Gordo County, Iowa, has inaugurated a "Home Credit" system for the district schools of the county. Prizes are provided for the greatest amount of work accomplished.

Taunton, Mass. Acting upon the suggestion of the special committee on course of study, the school board has adopted the eight-year course, displacing the former nine-year system.

In line with a policy of Supt. Charles M. Jordan, eighth-grade graduates of the public schools of Minneapolis and their parents will, during the latter part of May, meet at the high schools in their respective districts to listen to a discussion of the opportunities to be found in the high schools. During the past two years, shortly before graduation, the faculties of the various high schools have given information on the courses

offered at meetings of pupils and parents. It is the belief of Supt. Jordan that parents do not take an interest in the high schools and do not assist pupils in making a choice of courses. The annual meetings have been inaugurated to remedy this condition.

Supt. Charles C. Richardson, of Leicester, Mass., is of the opinion that the schools fail to fit pupils in the schoolroom for their life work if they do not endeavor to obtain information on the work which they will pursue in the future and the possibilities for them in all lines of industry. With a view of compiling data which shall show what a pupil has done and is doing at the present time, Mr. Richardson has instituted a system of reports in the elementary schools. The records provide accurate information on the inclinations and needs of all the students in a form which is easily accessible to teachers and principals.

In an effort to improve the spelling and grammar of public-school children, the New York board of education has requested local business men to forward to the superintendent's office all letters received from public-school graduates in which there are serious errors.

The California State Board of Education, in accordance with the provisions of a new state law, has approved a plan for the introduction of motion pictures in the schools. Picture reels will be selected by the board.

Mr. Oliver J. Morelock, county superintendent of Essex County, N. J., has issued to each of the teachers under his direction, a copy of the Self-Rating Card, prepared by the New York Bureau of Municipal Research.

This card, of which a reproduction was printed in the JOURNAL for November, 1913, contains a careful list of the strong and weak points which enter into the efficiency of teachers. In sending the card to the instructors of Essex County, Mr. Morelock wrote: "This carefully thought out list of the strong and weak qualities that may go to make up the personality and the teaching method of any one of us, can be used very profitably for self-examination and for self-improvement in some way such as the following:

"Take the card and check the items conscientiously to see on which side of the line your balance lies and by how much. After noting what seem to you to be a few of the most important items that are on the wrong side, lay the slip away among your personal papers for a time. At the expiration of this time take a new inventory and mark with satisfaction the progress you have made.

"As you may readily infer from an examination of this card, it may be used for self-criticism of your own teaching of a given recitation or by teachers in making mutual criticisms of each other's teaching. For such purposes copied lists of parts of this tabulation would be most convenient. It is suggested, in any case, that you do not attempt to check off the entire card at a sitting, but that from time to time you select such portions of the card as will enable you to study separately the various phases of your work."

The Michigan State Board of Education has passed a rule requiring that penmanship be taught in all state normal schools. The rule goes into effect July 1, 1914, and excludes only those students who are exceptional penmen.

Jackson, Mich. Over 20,000 books in the high school and branch libraries have recently been completely cataloged in the central school library. About 2,000 volumes have been added this year.

Supt. Frank B. Dyer, of Boston, has been authorized to fix the rate of compensation for special lectures in the High School of Commerce during the current year. The expense for this item is charged to the appropriation for instructors' salaries.

The high school at Nevada, Texas, has in successful operation a miniature financial institution with a capital stock of \$25 divided among twenty-five shareholders, pupils in the school. The executive staff consists of a board of directors and a staff of officers elected from among the students. The bank keeps in stock checks, deposit slips and other stationery printed for its own use and has financial endorsements from the National and state banking authorities. The merchants of the city accept checks on the high-

—EDUCATE— WITH MOTION PICTURES

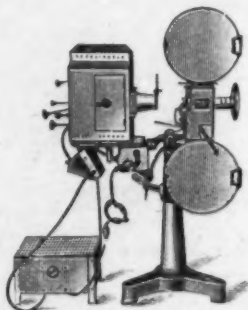
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school bank the same as on any other like institution.

Waterville, Me. Upon the recommendation of Supt. Charles N. Perkins, a special class for retarded pupils was put into operation at the beginning of the school year.

The pupils who are assigned to the special class consist of the following classes of children:

First. Those pupils who, coming from towns with ungraded schools, cannot fit into the graded schools because they are ahead of their grade in some subjects and behind that grade in others. A few weeks' attendance at the special school enables these pupils to enter a grade and do the work to advantage.

Second. Those pupils who have been absent from school for a time are thus unfitted to continue with their grade without the special instruction which they receive in this school.

Third. Those pupils who thru non-attendance at school, or other reasons, are several years behind their grade and for whom the methods followed in teaching small children would be unfitted, but who with proper instruction are capable of rapid advancement.

Fourth. Children over 10 years of age and entirely unacquainted with the English language.

Supt. Dietrich Lange, of St. Paul, Minn., has distributed bulletins of information to all the school buildings for the benefit of children who undertake clean-up work in connection with the schools and homes. Streets and alleys will be included in the efforts of the children and reports will be made at the completion of the work.

Superior, Wis. A school savings system has been in operation during the past seven years, which has gradually grown until one-fifth of the students have deposits and a total of \$27,000 is in bank.

PERSONAL NEWS OF SUPERINTENDENTS.

Duluth, Minn. Supt. R. E. Denfeld, who has been ill recently, has been granted a 60-day leave of absence.

Waxahachie, Tex. Supt. G. B. Winn has been re-elected for a fifth term.

Stanton, Neb. Supt. J. H. Welsh has been re-elected for a tenth term.

Devils Lake, N. D. Supt. E. Y. Barnell has been re-elected.

Monte Vista, Colo. Supt. E. B. Gibbs has been re-elected for a sixth term and his salary increased to \$2,200.

Bethlehem, Pa. W. C. Sampson has submitted to the school board his resignation as superintendent of schools.

Lowell, Mich. Supt. A. F. Frazee has been re-elected for a third term, with an increase of \$200 in salary. During Mr. Frazee's incumbency, a commercial course has been added to the high school, a victrola and a full 600 Keystone set have been provided.

Dr. Joseph Trimble Rothrock, a citizen of West Chester, Pa., recently resigned from the Pennsylvania Forestry Commission because of his desire to retire to private life. Dr. Rothrock was for many years professor of botany at the University of Pennsylvania. He was a volunteer soldier in the War of the Rebellion and an explorer, in the government service, in Alaska and in Southwestern United States. He was the first Commissioner of Forestry in Pennsylvania and, under his enthusiastic leadership, much good was accomplished. He suggested and worked out the plans for the Mount Alto Camps for Consumptives.

On March 19, 1914, a meeting was held in the high-school auditorium in honor of Dr. Rothrock. Herbert Welsh, Philadelphia, Dr. W. R. D. Blackwood, Germantown, Dr. C. E. Ehinger, West Chester, Hon. Edwin S. Stuart, former governor, spoke of Dr. Rothrock as they knew him in his several public positions. The high-school pupils and invited guests filled the assembly room.

The school authorities in arranging the meeting, desired to honor Dr. Rothrock and also to have the youth of the borough learn of the renown of a man whom all respect, but whom few know as a maker of history. They felt that every pupil should be proud of the deeds of a citizen whose life, in great part, has been given to acts of devotion to his state and his country. They desired that we all should recognize the worth of one whose services have received public commendation from many prominent people. In paying tribute to a man worthy of much honor, the meeting was a great success. At the same time, the children became better acquaint-

ed with Dr. Rothrock, and were imbued with pride for West Chester and its most prominent citizen.

George B. Alton, state high school inspector of Minnesota, for 21 years, on March 27th tendered his resignation to the state high school board.

Dr. George W. Nash, of the Northern Normal and Industrial School, at Aberdeen, S. D., has accepted the presidency of the State Normal School at Bellingham, Wash. Dr. Nash assumes his new duties about August 1st.

Dr. Nash received his early education in the schools of South Dakota, and in 1885, entered upon a preparatory course at Yankton, graduating from the institution in 1891. He has served as teacher in Augustana College, Canton, and as principal of the Yankton College Academy, Yankton, S. D. In 1897 he was appointed head of the department of mathematics and astronomy at Yankton, resigning in 1902 to become superintendent of the state education department. He served two terms, and in 1905 resigned to accept the presidency of the State Normal School at Aberdeen. Dr. Nash has also served as president of the South Dakota Educational Association and of the Social Science Club of Aberdeen.

Mr. J. B. Edmondson, formerly principal of the high school, at Jackson, Mich., has resigned to accept the position of State Inspector of High Schools for Michigan. The office carries a salary of \$2,500 a year.

Mr. Edmondson is one of the most widely known schoolmen in the state of Michigan. Upon his graduation from the Michigan University in 1906 he entered upon his career as a teacher at Hillsdale, Mich. He also held positions at Benton Harbor and Jackson, the latter covering a three-year incumbency.

Mr. Edmondson was active in furthering the educational interests of the state and during the past two years has been energetic in behalf of the teachers' retirement bill, which has subsequently been turned down by the legislature. Mr. Edmondson is well known for his work in connection with the State Teachers' Federation. He has served as president of the State Principals' Association and other educational associations.



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HYGIENIC—Patek's Mattcote (Egg-Shell) promotes hygiene since it is pleasing in appearance and beneficial in effect. The soft dull tone and color is restful to the eye. It contains no lead and is non-poisonous, giving off no offensive odor.

HARMONIOUS—The beautiful colors permit many harmonious color effects. The standard colors can be tinted to any desired shade or to harmonize with the furnishings.

WASHABLE—Patek's Mattcote (Egg-Shell) can be washed frequently with Ivory soap and water without effect to the surface or coloring, thus promoting sanitation.

DURABLE—The quality of the pigments used and the skillful supervision in combining these produces a finish that will withstand the severest usage.

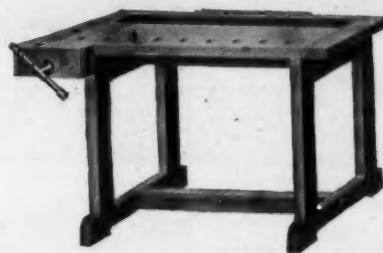
ECONOMICAL—Patek's Mattcote (Egg-Shell) is the most economical finish that can be used in the school. The extreme durability, covering capacity and ease of application are the basis of its economy.

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Pratt, Kans. The board of education has consolidated the city schools and the county high school, bringing them under the general supervision of a superintendent of city instruction. Mr. R. Thane Cook, who for four years past has been principal of the County High School, has been named to fill the office of superintendent at a salary of \$1,750.

Bessemer, Mich. Supt. C. R. Cobb has been re-elected.

Huntington, Ind. Supt. J. M. Scudder has been re-elected for a two-year term.

Sauk Rapids, Minn. Supt. J. A. Cederstrom has been re-elected.

Oconomowoc, Wis. A. L. Halvorson, of Onaska, has been elected to the superintendency of the public schools, effective July 1st.

Des Moines, Ia. It is planned to raise the salary of Supt. Z. C. Thornburg from \$4,000 to \$5,000 to be effective with the beginning of his second term in office.

Aberdeen, Wash. Mr. George B. Miller, formerly principal of the high school, has been elected superintendent of schools. The salary has been fixed at \$2,250 per year.

Council Bluffs, Ia. Supt. J. H. Beveridge has been re-elected.

LaGrande, Ore. Supt. John Girdler has been re-elected at an increased salary of \$2,400.

Junction City, Kans. Mr. Charles A. Wagner, of Emporia, has been elected superintendent of schools to succeed J. W. Shideler.

Marquette, Mich. Mr. G. W. Gehrand, superintendent of schools for the past six years, has resigned for the purpose of pursuing a university course in vocational and educational subjects.

Anacortes, Wash. Mr. W. A. Jennings, superintendent of schools at Livingston, Mont., from 1903 to 1911, has been elected superintendent to succeed F. C. Popham.

Boston, Mass. Augustine L. Rafter has been elected assistant superintendent of schools for a six-year term, to take effect in September.

Jackson, Mich. Supt. E. O. Marsh has been re-elected for a two-year term.

Muscataine, Ia. Supt. Ira H. McIntire has been re-elected.

Mr. J. F. Allison, of Great Barrington, Mass., has been elected to the superintendency at And-

over. Mr. Allison assumed his new duties May 1st.

Cedar Rapids, Ia. Supt. O. M. Carson has been re-elected.

Mason City, Ia. A division has been made between the grade and high schools and the positions of superintendent of grade schools and principal of the high school created. Mr. J. W. Studebaker, formerly in charge of the central school buildings, has been elected to the former at a salary of \$1,800.

Olympia, Wash. Supt. C. E. Beach has been re-elected for a two-year term. Mr. Beach receives a salary of \$2,400.

Iowa City, Ia. Supt. A. A. Slade has been re-elected.

Manitowoc, Wis. Supt. P. J. Zimmers has been re-elected.

Carthage, Mo. Supt. J. M. White has been re-elected.

Santa Clara, Cal. Supt. W. J. Hayward has been re-elected.

Rutland, Vt. Supt. David B. Locke has been re-elected at an increased salary of \$2,400.

Atchison, Kans. Supt. N. T. Veatch has been re-elected.

Kalamazoo, Mich. Supt. S. O. Hartwell has been re-elected.

Oskaloosa, Ia. Supt. O. P. Flower has been re-elected.

Sioux City, Ia. Supt. M. G. Clark has been re-elected and his salary increased from \$4,200 to \$4,500.

Boone, Ia. Supt. E. C. Meredith has been re-elected for a fifth term. Since coming to Boone, Mr. Meredith has secured the installation of victrolas in all school buildings, introduced manual training and domestic science courses in both the grades and high school, a normal training department as a part of the high-school course and a Central Grammar school with separate classes for boys and girls.

Newton, Ia. Supt. H. P. Smith has been re-elected at an increased salary of \$2,000 per year.

Red Wing, Minn. Supt. John L. Silvernale has been re-elected at a salary of \$2,400 per year.

Glens Falls, N. Y. The salary of Supt. E. W. Griffith has been raised from \$2,600 to \$2,700.

Michigan City, Ind. Supt. L. W. Keeler has been re-elected at a salary of \$2,800. Mr. Keeler has been connected with the schools of Michigan City since 1900 and since 1904 has been at the head of the school system.

Waterloo, Ia. Supt. Charles W. Kline has been re-elected head of the schools of the East Side, at an increased salary.

West Allis, Wis. Supt. T. J. Jones has been re-elected for a three-year term at a salary of \$2,200 for the ensuing year, \$2,300 for the second year and \$2,400 for the third year.

Supt. W. D. Vincent has been re-elected at Blackfoot, Idaho, for the sixth year, receiving an increase in salary each year save one. In the five years of his service the high school has grown from 67 to 249, necessitating a new high-school building. Manual training, domestic science, agriculture and commercial work have been introduced, and a "short course" for farmer boys and girls is conducted each year, beginning in November and running for eighteen weeks.

The school board of Adrian, Mich., has re-elected Supt. C. W. Mickens at a salary of \$2,400 per year.

Mr. J. S. Bjornson, field deputy superintendent of schools for Grand Forks County, North Dakota, has accepted an appointment to the superintendency of the high school at LaMoure, N. D. Mr. Bjornson will remain in his present position until the close of the school year.

Supt. Harry P. Study of Neodesha, Kans., has been re-elected and his salary raised from \$1,800 to \$2,000.

Gary, Ind. Mr. G. W. Swartz of Chippewa Falls, Wis., has been appointed assistant superintendent at a salary of \$4,000 per year.

Supt. N. A. Baker of Cherryvale, Kans., has been re-elected at an increased salary.

Supt. Philip Huber of the West Side public schools of Saginaw, Mich., has been re-elected and his salary raised from \$2,400 to \$2,600. Mr. Huber has been connected with the public schools in the capacities of teacher, principal and superintendent since 1891 and during the past ten years has acted as head of the school system.

North Yakima, Wash. Supt. A. C. Davis has been re-elected.

The Health and Fire Hazard

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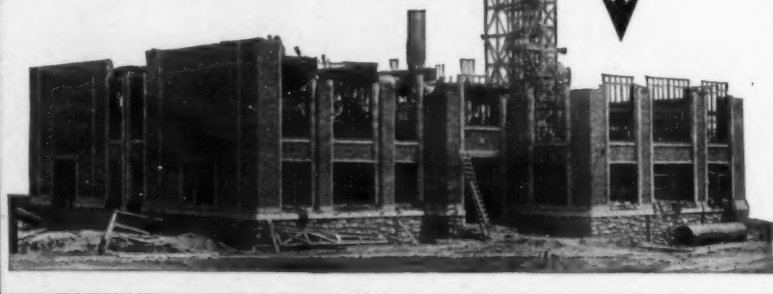
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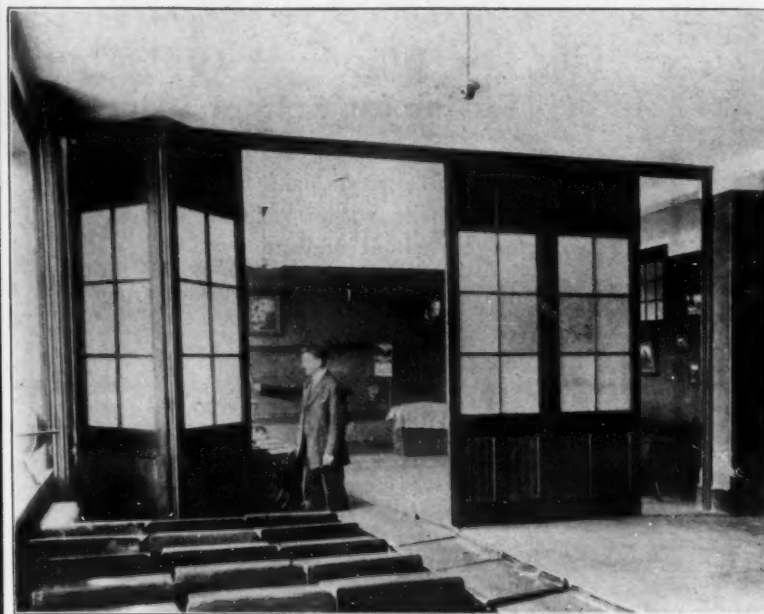
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TEACHERS AND SCHOOL ADMINISTRATION.

Portland, Ore. The school board has revised its rules governing payment of teachers for absence from school. Teachers who are absent more than three days in any one month will receive no pay for the time lost. The change follows a rule previously made by the board allowing payment for absence during three consecutive days. The privilege was abused by a few of the instructors and called for an immediate remedy.

Cincinnati, O. The school board has approved the formation of an "advisory council" composed of teachers and principals to consider and report upon questions and policies of administration. The council will have the power to originate and present to the superintendent such rules, regulations and policies which, in the judgment of its members, will be conducive to the welfare of the schools.

New York, N. Y. The by-laws of the board of education have been amended providing that the holding of a permanent license No. 1 shall be a qualification for license as a special teacher.

Under the direction of Mrs. Florence Tibbetts and Joseph Bean, the park board of Atlanta, Ga., has opened a school for playground directors. The school will continue until June and will provide instruction in all matters pertaining to playground work, including first aid to the injured, rules of games, songs and plans for organized play. Applicants for positions as playground directors must have completed a course at the school.

Sixty-seven California teachers have been awarded pensions by the state board of education under the provisions of the teachers' retirement salary fund law enacted at the last legislature, according to a report filed on March 27.

The pensions range from \$500 a year for teachers that have taught 30 years or more to \$250 annually for those whose service has exceeded fifteen years.

New Orleans, La. The executive board of the teachers' pension association has revised the by-laws by which teachers must teach ten years before making application for retirement on a pension. The dues have been raised from \$6 to \$10 per year. In the past teachers have been

permitted to retire after six years in the service, and the rule caused such an increase in the list that the existence of the fund became endangered.

Glens Falls, N. Y. Upon the suggestion of the teachers, the school board has adopted a resolution fixing the scale of wages and providing for records of efficiency of each teacher. The resolution reads: "A record of estimates of efficiency of every grade teacher shall be made from time to time during the year by all supervisory teachers, the principal of the school and the superintendent of schools and this record should be placed on file at the office of the superintendent and furnished the teachers' committee, before the annual election of teachers."

Butte, Mont. A union of teachers has been organized to be affiliated with the local federation of labor. The purposes of the new union are set forth as follows: "To foster and encourage a higher degree of skill and efficiency, thereby raising the standard of the profession by securing for teachers conditions essential to the best professional service. The cultivation of friendship and good fellowship among the members; the elevation and improvement of the moral, intellectual, social and economic conditions of the teachers; to prevent unjust discrimination against any of the members on account of religion, politics or affiliation with any organization or for any cause except that of inefficiency."

"To secure better conditions for those who are engaged in the great work of teaching the children, who are destined to be the future citizens of this great republic. The people engaged in this work are the poorest paid, taking into consideration the requirements."

"Organization aids in making teachers more thoro and efficient, enabling them to give to the public their best efforts. It gives them a feeling of security so long as they do their work honestly and intelligently."

Mechanicsville, N. Y. The school board has adopted a new policy requiring that, in the hiring of new teachers, preference be given those who will agree to live in the town during the school term.

Rockford, Ill. A training school to furnish graduates of the high school with a course which

will fit them for the duties of a teacher has been established, the opening date to be in September.

The school will be in session 40 weeks and credit will be given for the work in the University of Illinois and possibly in the normal schools of the state. The department is in charge of the superintendent of schools, assisted by Miss Clara Babcock, an experienced instructor.

Racine, Wis. The school board has arranged a new contract for signature by all principals and teachers of the public schools. The contract contains two main provisions which state that the teacher "shall faithfully obey all rules and regulations of the school board now existing, and those which may hereafter be adopted." It is also agreed by the teacher, that she will give one month's notice before terminating her contract, and that she will "enter the service of the schools with the intention of completing the full term of service."

Philadelphia, Pa. Following a city-wide agitation for increases in the salaries of women teachers, a sub-committee of the board of education has recommended an increase in the salary expenditure aggregating \$350,000 to \$400,000 annually.

Under the new schedule, to be adopted by the board, men teachers in the grammar schools in Class A will receive, the first year, \$800 with increases each year up to \$1,050 the sixth year; Class B men teachers will receive \$1,120 the first year, with increases up to \$1,400 the fifth year.

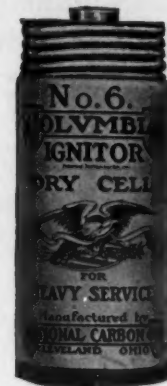
Women teachers in Class A will start with \$700 and will receive increases until \$850 is reached in the sixth year; Class B teachers will begin at \$900 and advance to \$1,100 the fifth year. Teachers in the primary department will be increased as follows: Class A, \$600 to \$750, the sixth year; Class B, \$800 to \$1,000, the fifth year. Kindergarten teachers in Class A will be increased from \$600 the first year to \$700 the sixth, and Class B will be increased from \$720 the first year to \$800 the fifth year.

The school authorities of West Duluth, Minn., are considering the establishment of a Junior High School in the Irving School as a tryout of the junior high-school idea. It is planned to combine the sixth, seventh, eighth and ninth grades of four schools and to provide instruction along departmental lines.

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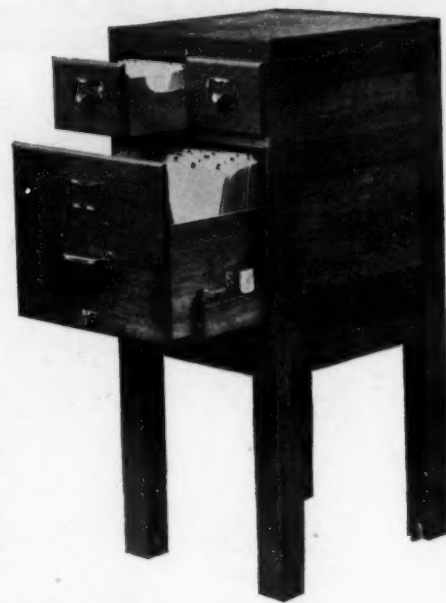
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Building and Finance

CLASSROOM FLOORS.

In response to a letter of inquiry, received from an Iowa school official, the SCHOOL BOARD JOURNAL, last month, addressed letters to the leading school architects of the country concerning their practice in the construction of floors of schoolrooms. The Iowa official was desirous especially of knowing whether good practice permitted the use of concrete in schoolrooms without further protection or treatment.

The practice of architects, as reflected in the replies printed below, is almost universally against the use of concrete. Some of the replies read as follows:

F. G. German, Duluth, Minn.: I have as yet found nothing better than Terrazzo floors for halls, toilets, etc., and good maple for classrooms.

J. H. Felt, of J. H. Felt & Co., Kansas City, Mo.: Most of our schoolrooms and corridors are finished with hard maple floors, however, topped with cement. This, however, is not altogether satisfactory, as it seems to be impossible to get floors which will not dust or sand. Of course, you understand that where the funds will permit, we have used tile floors, but this is only in the larger buildings and where there is a sufficient fund to justify putting them in.

J. G. Chandler, of Chandler & Park, Racine, Wis.: We cover the concrete with wood floors.

J. J. Donovan, Oakland, Cal.: In all classrooms we are using wood floors on top of the concrete slab. In the corridors, we vary, using in some instances the wood floor; in other instances, the battleship linoleum on top of the cement finish. This is preferable to the wood. In toilet rooms, in many cases, we are using a mastic instead of cement floor, as it is more waterproof and more impervious to the acids. In no case is the floor

in classrooms cement finish.

The floors of classrooms, which we have installed, are in the main, Oregon Pine, but maple would have been used had we more money to put in the buildings.

Bureau of Architecture, San Francisco, Cal.: In our latest buildings, we are using linoleum over concrete floors.

Berlinghof & Davis, Lincoln, Neb.: We are avoiding wood-finish floors as much as possible, and are using composition or battleship linoleum over the concrete.

M. A. Higginsbotham, of Malcomson & Higginsbotham, Detroit, Mich.: In classrooms, we use maple flooring; basements, concrete with hardened surface and corridors sometimes Terrazzo.

Charles A. Dieman, of Charles A. Dieman & Co., Cedar Rapids, Ia.: Personally, I do not believe in cement floors for classrooms. There seems to be something about cement floors which is very tiring on the feet, and especially would this be true in classrooms where pupils would be seated from three to six hours each day. We prefer to finish all fireproof buildings with wooden floors for classrooms and for corridors use tile or Terrazzo. If matter of expense, these floors can be finished with cement; if it is not a matter of expense, classroom floors can be finished with composition flooring in the nature of Fama Stone Wood or Asbestos Stone. This seems to meet the required conditions and does not have the effect on the feet that the cement floor does.

We are of the opinion that a great saving can be made in the matter of wood flooring by finishing all classrooms with cement floors embedding in the cement, wood strips on which the seats can be fastened, and then take strips of Rubberoid Roofing placed under the seats and glued to the floors. We have not tried this out, but we

have used strips of rubberoid in the office over five years and same seems to stand the wearing conditions first-class, so we do not see why this should not answer.

John T. Simpson, Newark, N. J.: In the construction of reinforced concrete schools, it has been my practice to spread one inch of dry sand on top of the reinforced concrete proper, using generally the form lumber from the construction which is 1 1/4 inches thick, laying these boards diagonally across the rooms, with the edges toenailed together; on top of this heavy dampproof building paper is used and the top floor nailed directly to same.

It has been my practice in fireproof school buildings, of brick exterior walls, and where the amount of form lumber is not sufficiently large to receive consideration, to eliminate the sand and rough under floor and use a 3x4 sleeper, placed 16 inches on centers and filled in between with cinder concrete, laying the building paper directly on top of this and covering the same with a maple floor. This is used for classrooms only; in all other parts of the buildings, including the assembly room, I use cement finished floors.

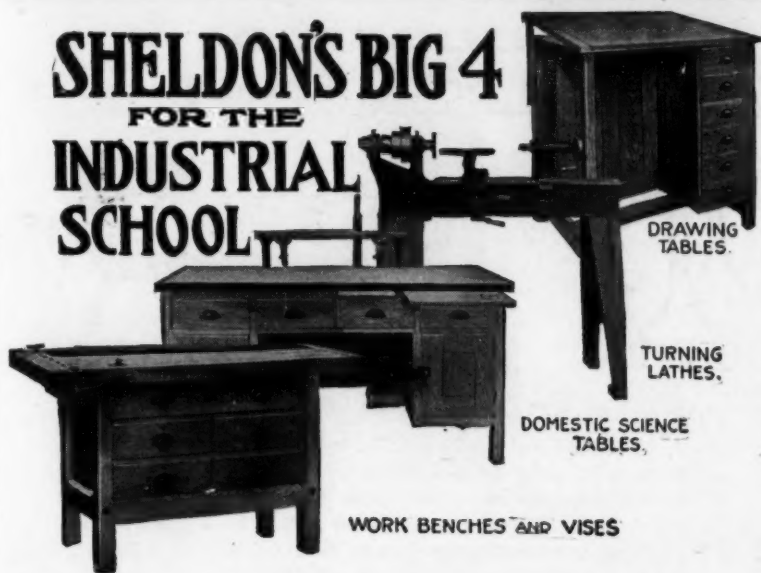
S. A. Layton, of Layton & Smith, Oklahoma City, Okla.: We use the cement base with cove in the angle, and extend the cement out about six or eight inches from the wall. We then cover the rest of the floor with maple top laid on the concrete. In doing this we find that it is easier to fasten the seats to the floor and where the maple floor is well seasoned and laid close, it is in our opinion, more sanitary and, if properly dressed, will give a cleaner appearance to the room.

F. L. Packard, Columbus, O.: We have not used cement floors in classrooms or recitation rooms of any of our school buildings. We have used cement floors in laboratories and, of course, in toilet rooms.

Our usual construction in fireproof buildings is to use wood, nailing strips on the fireproof floor construction and nailing wood floors to these strips.

C. L. Wooldridge, Superintendent of Buildings, Pittsburgh, Pa.: We are laying wood sleepers on top of our concrete floors, filling in between

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same with weak concrete, and on top of this, laying a matched maple floor.

We have been experimenting with composition floors and believe it is the most promising material in sight at the present time, as the price of maple flooring has been going up steadily for years. The composition floor is warm, silent, fireproof and seats can be fastened thereto with wood screws. In general, concrete finished floors have not been satisfactory in Pittsburgh on account of the constant dusting of the concrete due to wear.

Snowden Ashford, Washington, D. C.: We use edge grain Georgia pine, over the concrete, for classrooms; tile or composition floors for laboratories and tile or cement floors in halls and corridors.

W. H. Kilham, of Kilham & Hopkins, Boston, Mass.: In all our recent school buildings we have employed a wood-wearing surface in schoolroom floors. This does not mean that we disbelieve in cement, on the contrary we have now under way a study for a concrete schoolhouse with a view of seeing whether such a building could be constructed as cheaply as one of the regular type.

Henry L. Reinhold, Jr., Philadelphia, Pa.: In connection with the Phoenixville High School, Phoenixville, Pa., we used the following floor construction, which was of reinforced concrete, on top of which we placed a bed of common sand one and one-half inches thick. On top of this, we floated a rough board flooring, laid diagonal boards, being previously used for work in connection with concrete construction, and on top of this rough floor, we laid a maple floor, which was nailed to the under flooring. This floor has been laid for the last two or three years and, as far as we have heard, has remained a good floor.

Coatesville High School, which is reinforced concrete construction, we laid 2x3 inch sleepers, and filled between with cinders, on top of this we laid number one Georgia hard pine, combed grain flooring. On another occasion, we used same construction, laying under-flooring before we laid top finish floor.

F. E. Riebel, of David Riebel & Sons, Columbus, O.: We have tried cement, asphalt and maple and

find that the latter is the most satisfactory in every way.

Teachers, whose duties require that they be on their feet during most of the school sessions, complain that they become tired very quickly. This we decided, is due to the fact that the floors are non-resilient. The complaint has not been made against asphalt, but our objections to it is the appearance, and the fact that it cannot be laid without that wavy effect, which is also common in the cement floors.

Our opinion is that cork tiling would be the ideal classroom floor, but the high cost places it entirely out of the running.

Charles A. Smith, of Smith, Rea & Lovitt, Kansas City, Mo.: We use a maple surface floor, nailed to wood strips, embedded in the concrete construction. In toilet rooms, shops, corridors, stairs and some assembly rooms, I use cement finished floors, usually giving them two coats of cement floor paint, which prevents "dusting" and makes a very satisfactory job.

Wm. B. Ittner, St. Louis, Mo.: After an experience with all sorts of floors, I have turned back to wood as the most satisfactory material for the purpose. My first choice is for the English wood block, laid in mastic directly upon the concrete; this is out of reach, of course, in most instances, but is the ideal school floor. After this, my choice would be for maple flooring, and when this cannot be afforded, edge grain pine is thoroughly satisfactory. The flooring should be well driven up, should be smoothed and receive a coat of boiling linseed oil, and you will have a floor which will prove entirely satisfactory in every way, and free from the objections of cement, composition and other floors of this character.

SCHOOL BUILDING PROGRAM FOR MINNESOTA.

The Minnesota State Commissioner of School Buildings has issued a program of construction which is a marked advance over the legal requirements of most states. It contains nothing, however, but adequate physical school needs. It demands the following:

1. Schoolrooms of ample size, adequately and properly lighted, hygienically ventilated and satisfactorily heated.
2. Cloakrooms of such dimensions, equipment, and number, that neatness, cleanliness, and comfort may be promoted.
3. Sanitary indoor toilets, with facilities for the washing of hands, constructed so as to secure privacy, and to combat the spreading of disease.
4. Clean and adequate playgrounds, equipped with such apparatus as shall induce healthful play.
5. Pure water under such conditions and with such means as will enable the children to secure it free from contamination.
6. Comfortable and hygienic seats in schoolrooms.
7. Suitable library facilities for every school.
8. The possibility for interior decoration, which will add to the enjoyment and pleasure of school attendance.
9. An external appearance of the school building, devoid of cheap ornamentation, but beautiful and attractive in its design, and surrounded by well kept school grounds.
10. A building which will provide safe exits in case of fire.
11. Facilities and means for industrial work for both boys and girls in buildings wherever these opportunities should be given.
12. A school plant that will take into account the growing needs of the community, and the increasing demands of a public school education.

SCHOOL-HOUSE CONSTRUCTION IN PENNSYLVANIA.

During the year ending December 31, 1913, school building activities were carried on in 58 of the 67 counties of the state of Pennsylvania. Philadelphia and Pittsburgh, having building departments independent of state control, are not included in these figures. Plans for 166 large buildings and for 100 reconstructions and additions (amounting practically to new buildings) were approved by the State Board of Education. Forty buildings of smaller type were constructed from standard plans and specifications prepared by the State Board of Architects. The total

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number of new buildings and additions for the year was 306.

Requests were received by the State Board of Education for 160 plans of buildings of six-room capacity and upwards. In response to these requests, diagrams, pictures and sketches were sent out to serve as suggestions to boards of directors, architects and builders. It has been found impracticable by the board to provide standard plans for buildings beyond a four-room capacity. Locations and conditions vary so greatly that each large structure must be made to conform to local educational and physical requirements. To meet the demands in this direction it has been found more economical and satisfactory for the local district to assume the responsibility of the expense involved in planning for and supervising the construction of the larger buildings.

The cost of one-room buildings built from the standard plans of the state board varied from \$825.00 to \$2,800.00; the cost of two-room buildings varied from \$2,200.00 to \$6,000.00. The most expensive plans examined and passed on were submitted for the Williamsport High School, costing \$250,000.00; and Duquesne, \$183,000.00; Shamokin, \$152,000.00; Crafton, \$110,000.00; Olyphant, \$110,000.00; Erie, \$107,000.00; Johnstown, \$105,000.00; Latrobe, \$100,000.00; Hershey, \$100,000.00; Easton, \$97,000.00; Renovo, \$90,000.00; Media, \$85,000.00; Carlisle, \$85,000.00; Donora, \$76,000.00.

PRESENTED WITH GOLD MEDAL.

The first gold medal, by the St. Louis Chapter of the American Institute of Architects since its foundation in 1887, was given last month to Mr. William B. Ittner, architect of the St. Louis board of education. The presentation of the medal was a recognition of Mr. Ittner's prominent work in developing modern schoolhouse architecture. The medal is known as the "Chapter Medal" and is all bronze. It bears in strong relief the head of Michael Angelo, the greatest of the Renaissance architects of Italy. On the reverse is the inscription: "Presented to William Ittner by the St. Louis Chapter, A. I. A., in recognition of his marked meritorious achievement in the design and construction of school buildings."

Mr. Ittner has for sixteen years served the St. Louis board of education as commissioner of school buildings and as architect. During the past three years, he has simply acted as architect and has not had the supervision of construction and maintenance of buildings. This has left him free to design buildings for such school boards as might desire to retain his services. He has, in consequence, designed a number of the largest and most important high schools erected during the past few years. Included in this list of buildings is the magnificent Central High School at Washington, D. C., costing \$1,000,000, the Central School, Minneapolis, and smaller buildings in Wichita, Kans., Lafayette, Ind., and Richmond, Ind. The two famous Froebel and Emerson schools of Gary, Ind., are among Mr. Ittner's best known buildings.

The presentation of the medal was made by a committee consisting of three well known architects, Mr. E. C. Klipstein, Ernest Helfensteller and E. J. Russell.

Minimum Equipment of One-Room Rural Schools.

What the minimum equipment of a one-room country school should be, without impairing the efficiency of the school, has been for many years the subject of study on the part of school authorities. One of the most carefully worked out lists prepared by a school superintendent is that of Mr. James J. Bevan, of Mauch Chunk, Pa. Mr. Bevan's list is as follows:

The School Grounds—One-half acre or more for playgrounds and school gardens, surrounded by a good fence. Trees and shrubbery. Good well or cistern. Two out-houses—widely separated, properly placed, entrances screened and covered with vines. Convenient fuel house. Cement walks.

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BUILDING AND FINANCE.

The school board of Cleveland, O., has adopted the policy that no new insurance will be taken out or old policies renewed on school buildings. It has been estimated that a saving of \$14,000 a year in fire insurance will be effected thru the operation of the blanket plan. The blanket policy of \$15,000 in force will continue and includes pianos, school equipment and school apparatus.

The school board of Memphis, Tenn., has taken steps to readjust the insurance on school buildings thruout the city. It has been found that some buildings are over insured and others have not been given as high a rate as required. Inspections of all public school buildings in the state of Minnesota have been undertaken by deputies in the state fire marshal's office. Test fire drills are held at each building and examinations are made of the safety of the building in case of fire.

The school board of Denver, Colo., has made arrangements to have all the school buildings appraised for their present value. It has been found that a number of the old buildings have depreciated in value and the difference has never been subtracted from the original insurance policies. The work will be undertaken by the agents of the local Underwriters' Association.



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School Lands and Funds.

School boards cannot, under the Oregon laws (L. O. L., §4052, sub-sec. 18), and in the absence of statutory provision permitting it, establish separate schools for Indian children and compel them to attend.—Crawford v. District School Board for School District No. 7, Klamath County, Ore.

School Districts.

Under the Illinois acts of 1911 (p. 507, §6), providing for the creation of high school districts out of contiguous and compact territory, four districts constituting the greater part of a school district, and forming an oblong square with a fifth district having a common boundary with the others for some distance held to be both "contiguous" and "compact."—People v. Crossley, Ill.

The mere mistake of the county superintendent in not calling an election of officers within the time and manner required by the law relating to the organization of high school districts would not affect the legal existence of the district, previously determined at another election.—People v. Crossley, Ill.

A county court order taking part of the territory from relator special school district for use in creating a common school district *Held* void when made after passage of Arkansas Acts 1909, (p. 931), making special school districts out of territory included in school districts co-extensive with the corporate limits.—Cotter Special School District No. 60 of Baxter County v. School District No. 53 of Baxter County, Ark.

School District Government.

Where all members of a school board are present, they may take official action, tho the action of the meeting is not formally recorded in the

minutes. *Butler v. Joint School District No. 4, Town of Windsor, Wis.*

Under the Arkansas acts of 1911 (p. 464, §2), requiring public officers to take a bond from the contractor for public improvements conditioned to pay all indebtedness for labor and material, *Held* that the directors of a school district board were not individually liable to one who had furnished material to such contractor and who could not collect therefor, by reason of their failure to take such bond.—Blanchard v. Burns, Ark.

One furnishing material after failure to take such bond was chargeable with notice that none had been given and could not impose liability therefor on the directors.—Blanchard v. Burns, Ark.

Under the Illinois laws of 1911 (p. 506, §4), providing that two of the members elected to the school district board shall be elected for one year, two for two years and two for three years, and that the president shall be elected annually, an election of members where the ballots did not give the voters the right to express a choice as to the terms of the members, was invalid.—People v. Crossley, Ill.

School boards have no powers except those expressly granted, or necessarily implied from those granted.—Crawford v. District School Board for School District No. 7, Klamath County, Ore.

It is only when the board of school directors convene and act together as a board that they bind the district by their acts.—School District No. 56 v. Jackson, Ark.

An action on an official bond of a school district treasurer for a shortage should, as required by the Wisconsin statutes of 1911 (§417), be brought in the corporate name of the district.—Board of School Directors of School District No. 3, Town of Lake, v. Kuhnke, Wis.

A school district treasurer, tho failing to give a new bond after his re-election, may continue to act as treasurer under the Wisconsin statutes of 1911 (§443) until his successor is appointed and qualifies.—Board of School Directors of School District No. 3, town of Lake, v. Kuhnke, Wis.

A surety is liable only during the term of the treasurer, and for a further time reasonably necessary for the election and qualification of a successor, and is not liable for the amount in the hands of the treasurer at the close of the term, where he continues under a re-election without a new bond, and rightfully pays out more than that sum.—Board of School Directors of School District No. 3, town of Lake, v. Kuhnke, Wis.

School District Taxation.

Where a statute authorizing an election for the issuance of school bonds did not provide for notice, and such notice as was provided by ordinance was not given, the size of the vote cast could be considered in determining whether the notice actually given was sufficient.—Stuessy v. City of Louisville, Ky.

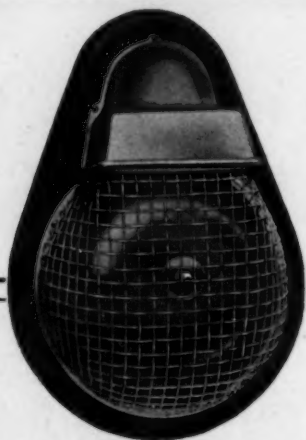
An election on the question of issuing bonds for purchase of land for school buildings was not void because the survey and plat were made and filed eight months before the election, where such survey was made with a view to such election and as a part of the proceeding.—Patterson v. Peeples, S. C.

The refusal of one of the three trustees to sign the order, authorizing the election, did not render it void, as a majority may act.—Patterson v. Peeples, S. C.

That a town from which a school district is buying school buildings contemplates using the money for other than school purposes does not affect the validity of bonds issued by the school district to raise the money with which to take over the buildings.—Patterson v. Peeples, S. C.

School District Property.

Under the Arkansas acts of 1911 (p. 464, §2), requiring directors of a school district board to take a bond from a contractor, conditioned to pay all indebtedness for labor and material furnished in construction, such bond to be recorded, *Held* that one furnishing material after failure to take such bond was chargeable with notice that none had been given, and could not voluntarily impose liability therefor upon the district.—Blanchard v. Burns, Ark.



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Teachers.

One who contracts to teach the primary department of a public school is not required to teach the sixth, seventh and eighth grades, tho the classes be sent to the primary room (Wis. St. 1913, §452c), naming the first four grades as the primary grades.—Butler v. Joint School District No. 4, Town of Windsor, Wis.

A provision in a school teacher's contract that she should be retained if her services were satisfactory, and given 30 days' notice should cause arise for terminating the contract, before its expiration, did not authorize its arbitrary termination by the school board without a hearing.—Taylor v. School District No. 1 of Yuma County, Ariz.

Where a school teacher claimed she had been wrongfully discharged, it was not a condition precedent to a right to sue that she should present her demand against the district to the board of trustees for allowance or rejection.—Taylor v. School District No. 1 of Yuma County, Ariz.

Pupils and Attendance.

Children of half Indian blood, citizens of the United States and of the state, conforming to the customs of civilization, are prima facie entitled to admission to the public schools.—Crawford v. District School Board for School District No. 7, Klamath County, Ore.

Where one independent school district pays tuition to another under a mutual mistake, in the belief that the pupils for whom it is paid reside in the paying district, the receiving district is liable for a return of the tuition.—Independent School District No. 5 of Big Grove Tp. v. Solon Independent School District No. 8, Ia.

Except as to the parental right of control, the power of school authorities over pupils extends to all acts detrimental to the best interest of the school, whether committed in school hours or after the pupil's return home.—Gott v. Berea College, Ky.

Under the Michigan Public Acts of 1913 (No. 230, §1), amending the acts of 1881 (No. 164, c. 2, §20), the voters of a school district, having voted at an annual election to discontinue the school and to send the school children to an ad-

joining school, could not at a special meeting vote to annul such action and re-open the school.—Meek v. Carpenter, Mich.

The right of a parent to make a reasonable selection, from the prescribed course of studies, which shall be carried by his child in the free public schools is not limited to any particular school or grade.—State v. Ferguson, Neb.

Where a parent makes a reasonable selection from the prescribed course of studies and requests that his child be excused from taking same, such request should be granted.—State v. Ferguson, Neb.

While school authorities should be upheld in their control and regulation of the school system, their authority is not unlimited, but must be exercised to further the best interests of the scholars with due regard to the natural and legal rights of parents.—State v. Ferguson, Neb.

Nature, Extent and Delegation of Power.

Under the Minnesota general laws of 1872 (Gen. St. 1894, §2606), as carried forward in the revised laws of 1905, state lands may be acquired for public purposes by school districts thru condemnation proceedings.—In re Condemnation of Lands in St. Louis County, Minn.

Under the Minnesota laws of 1913, c. 258 (Gen. St. 1913, §2748, 2749), a school district may, by condemnation, acquire state school land for educational purposes.—In re Condemnation of Lands in St. Louis County, Minn.

Subjects and Titles of Acts.

The Alabama Act of April 8, 1911 (Gen. Acts of 1911, p. 326, §2), authorizing the county boards to employ teachers to aid the county superintendent, *Held* fairly embraced within its title "An act to prescribe the duties and powers and to fix the compensation of county superintendents," and hence did not violate the Constitution of 1901, §45.—McNeill v. Hewitt, Ala.

Acts of Public Officers and Boards.

Where a parent's request that his child be excused from taking a certain study is improperly denied and the child expelled or suspended for refusal to continue such study, mandamus will lie to compel reinstatement.—State v. Ferguson, Neb.

Under the Kentucky statutes of 1903 (§4425), before the amendment of March 16, 1906 (laws of 1906, c. 29), relating to the examination of and the granting of certificates to teachers, and the constitution (§2), prohibiting arbitrary power to any officer of the state, *Held*, that, where the board had reasonable grounds for refusing a certificate, its discretion would not be controlled.—Flynn v. Barnes, Ky.

Municipal Departments and Officers.

Under the Illinois laws of 1879 (p. 285), as amended by the laws of 1889 (p. 235), providing that the mayor of the city of Rockford shall nominate to the council for confirmation the members of the board of education, both the mayor and city council must concur in the appointment of members of the board.—People v. Welsh, Ill.

LEGAL NEWS.

An opinion from the attorney of the California State Board of Health maintains that an ordinance of a city or an order from the State Board of Health makes it possible for local school authorities to destroy state school books which have become infected with the germs of a contagious disease, provided it is found that they cannot be disinfected properly.

The opinion had been given to the city board of health at Fresno, Cal., where an epidemic of scarlet fever had occurred and the authorities wished to get legal opinion as to their authority to destroy books used by pupils who had contracted the disease.

The Supreme court of Nebraska, in an action to compel the school authorities, of Lincoln, to reinstate the daughter of a school patron, has rendered an opinion to the effect that a parent has a right to choose the subjects for his child to take and that this selection must be respected by the trustees. The student was prohibited from attendance at school by reason of the fact that her father refused to permit her to study cooking. The decision, as rendered by the court, reads:

"The school trustees of a high school have authority to classify and grade scholars in the district and cause them to be taught in such de-

(Concluded on Page 54)

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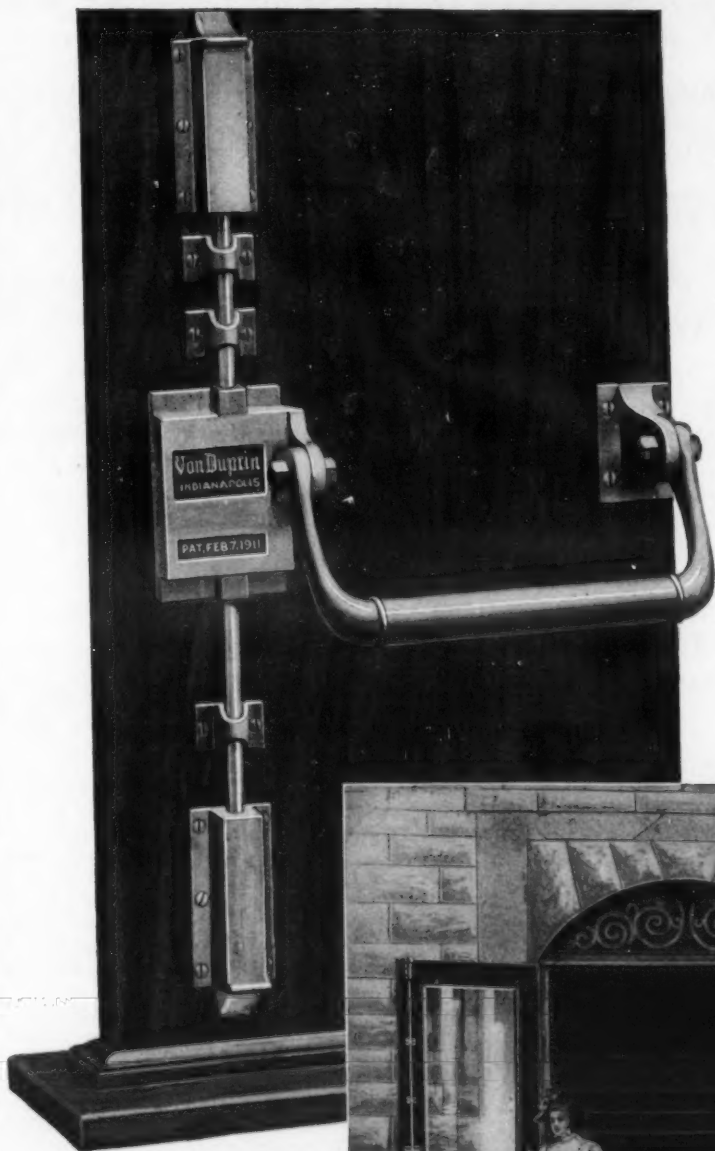
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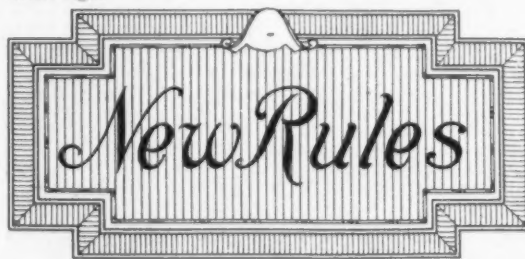
partments as they may deem expedient; they may also prescribe the courses of study and textbooks for the use of the school and such reasonable rules and regulations as they may think needful. They may also require prompt attendance, respectful deportment and diligence in study. The parent, however, has a right to make a reasonable selection from the prescribed studies for his child to pursue, and this selection must be respected by the trustees, as the right of the parent in that regard is superior to that of the trustees and the teachers. * * * "Our public schools should receive the earnest and conscientious support of every citizen. To that end the school authorities should be upheld in their control and regulation of our school system; but their power and authority should not be unlimited. They should exercise their authority over and their desire to further the best interests of their scholars, with a due regard for the desires and inborn solicitude of the parents of such children. They should not too jealously assert or attempt to defend their supposed prerogatives. If a reasonable request is made by a parent, it should be heeded."

According to a recent decision of the attorney general of South Dakota, school district electors have the right and power to vote to discontinue a school and also to pay a reasonable transportation charge for carrying these children to another district, when they so desire. The decision was given in a case which arose in McCook County and upholds the contention of the school electors that it costs more to maintain a school for a few children than it does to transport these to another district and pay the transportation and tuition as the law requires. The ruling is expected to be of considerable help to a number of districts who have similar conditions to face.

A recent opinion of Attorney General W. C. Owen, of Wisconsin, is to the effect that the salary and expenses of the county superintendent of schools may be paid on the audit of the county board, provided that the board does not expend money outside of the amount in the board's special fund. The decision was given to State Superintendent C. P. Cary.

A ruling of Corporation Counsel Sexton of

Chicago is to the effect that members of the Chicago board of education are not prohibited from taking contracts on city work in view of the fact that members of boards of education are not city officials. The opinion was given to the Commissioner of Public Works after a contract for work on a local hospital had been let to Joseph A. Holpuch. Mr. Holpuch was appointed to the board during the Young controversy some time ago.



The school board of Los Angeles, Cal., has taken definite action in the matter of safeguarding public school children from the danger of fire. Outside staircases will be built for all buildings of two stories, and furnaces have been ordered fireproofed. Rules for the conduct of fire drills and for keeping the buildings in a clean and safe condition have been passed. The rules read:

"All schools must have regular fire drills.

"All fire exits and furnaces must be inspected once every thirty days and must be maintained in a condition affording easy and rapid escape from the buildings.

"Tubs of sand and shovels must be placed in all furnace rooms where oil burners are used. Standpipes and hose must be provided for all rooms devoted to the heating apparatus.

"Halls and cloakrooms must be kept free from obstructions, which delay rapid exit from buildings."

The school board of North Adams, Mass., has ruled that student members of fraternities in the high school shall give good reasons for the continuance of these organizations. Failure to do so will mean the elimination of the secret societies.

New York, N. Y. The school board has passed a rule prohibiting janitors from divulging to canvassers the names and addresses of pupils obtained from the records of principals and teachers. Violation of the rule is punishable by dismissal.

State Superintendent C. P. Cary, of Wisconsin, has ruled that students in high and grade schools, who take music lessons from private teachers shall receive credit for the same.

A new rule of the Washington state school authorities provides that eighth-grade pupils, in cities of less than 5,000 population, must write the state eighth-grade examination.

The school authorities of St. Paul, Minn., have adopted a rule barring from athletic games all pupils whose deportment and school work are not up to the standard. A standing of 80 is required in deportment and 75 in daily class work. Principals are given the right to make exceptions in certain cases. Reports must be made by the principals to the supervisor of athletics on the eligibility of the players.

The school board at Omaha, Neb., is considering a new rule which will bar from the upper grades all teachers who are under 25 years of age. It is believed that girls below this age are physically unable to handle classes of fifty pupils or more and that the strain resulting from too much work seriously affects their own efficiency.

The State Board of Education of Washington has passed a new rule to the effect that instructors in high schools must be graduates of a standard college. Teachers of special subjects are not included in the ruling.

New Haven, Conn. The school board has formulated a set of rules to govern the use of school buildings by the public outside of regular class hours. Permission is given by the rules for the use of buildings for the following purposes:

School activities and purposes allied with educational work, social, civic and recreation meetings and entertainments; organizations or groups of citizens for educational, municipal or philanthropic subjects for addresses on educational, legislative, economic and scientific topics; concerts, entertainments and dances for personal profit, boys and girls' clubs, parents' meetings, alumni meetings, civic meetings and com-

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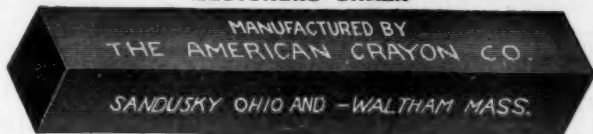
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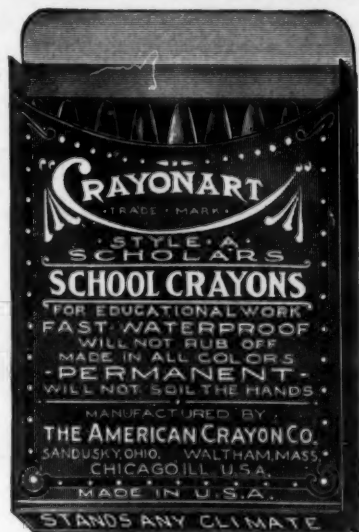
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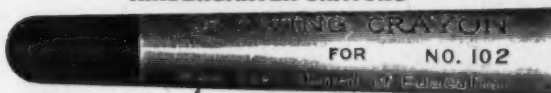


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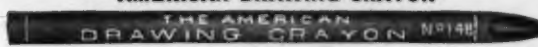
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The school board of Watertown, N. Y., has passed a number of rules governing the conduct of the high school. One of these provides that students who attain a classroom mark of 85 per cent will be promoted without any examination. Those who need the regents' credits, will be allowed to take the examinations regardless of their high marking.

The number of credits necessary for graduation, from the general course, has been fixed at 80, of which eighteen must be in English, ten in mathematics, ten in science and ten in history. Tuition for out-of-town students has been fixed at \$22.50 for a term of twenty weeks.

The Philadelphia board of education has amended two of its rules relating to the administration of schools. The first provides for the holding of graduation exercises at any time during the year, subject to the decision of the principals and the board.

The second revision provides for the more liberal use of school buildings for entertainments and meetings of an educational character. The superintendent is given the practical supervision and the principal of the school in which the entertainment is given has direct control of the conduct of the organizations. Meetings of a religious or political character are prohibited and the board is to be put to no additional expense for any meetings that may be held.

New York, N. Y. The board of education has adopted a rule fixing the qualification of teachers of vocational or trade subjects in the elementary schools as follows:

"(a) Five years' experience as a journeyman wage-earner in the particular line of work in which the applicant seeks a license.

"(b) One year's successful experience in class teaching.

"(c) A general education satisfactory to the Board of Examiners."

Substitute teachers of vocational subjects in the elementary schools are required to have the qualifications mentioned above, with the exception of a year's successful experience.

The board has also fixed the hours of instruction and the method of selecting pupils for vocational classes by the following rule:

"The hours of instruction in vocational or trade classes in connection with an elementary

school shall be from 9 a. m. until 4 p. m., with one hour's intermission at noon, and shall be divided equally between vocational and non-vocational subjects. Pupils for such classes shall be selected in accordance with the following plan:

"(1) A pupil must have completed the work of the 6B grade to the satisfaction of the principal and district superintendent, and in case the number of applicants exceeds the number to be accommodated in the classes provided, the older children shall have the preference.

"(2) The candidates selected shall be those who in the judgment of the principal and class teacher are not likely to go to a high school, and who express a desire for vocational or trade work.

"(3) The consent of parents to this choice of work shall be obtained in a satisfactory manner."

Beverly, Mass. The school board has adopted new regulations governing the duties of the school physician, providing that he shall, at each school quarter, examine children for defective teeth, throat, nasal trouble, defects of ears and heart. The defects are to be recorded on the medical inspection card supplied by the school department. He is also directed to undertake, once each month, a routine inspection of the hair, hands, face and general physical condition. He is expected to visit each building once every two weeks and at such other times as may be necessary.

He must supervise the record of the results of examinations of pupils and notify parents of the conditions found. He is expected to see that the principal keeps a record of the names of children excluded and the dates thereof.

He must give special attention to conditions in the schools which threaten to cause epidemics and to use such means for reasonable protection as he may deem necessary.

It is provided that where parents request that different treatment in school attendance or course of study be accorded their children that the said children are to be examined by the school physician and a report submitted to the superintendent. He is not authorized to prescribe for, nor treat, any pupils, without the consent of parents or guardians, except in emergency cases or to prevent the spread of disease.

The school board of Beverly, Mass., has

adopted rules and regulations governing the use of school buildings by public enterprises. The regulations read:

The applicant shall guarantee the expense of light, heat and care of premises, the same to be paid at the school office before the date for using the building.

The persons making application shall assume responsibility for any damage to school premises that may occur as a result of such occupancy.

Persons who use the gymnasium shall wear soft soled shoes.

Organizations or associations of teachers or pupils who desire the use of school premises out of regular school hours shall observe the following conditions.

Application for the use of the school premises desired shall be made not less than three days before the date of such use.

A teacher in the employ of the city shall agree to be present while the school property is in use and assume responsibility for the proper care of the same.

Unless the Finance Committee of the School Board shall vote otherwise, no charges shall be made.

JANITORS AND CARE OF BUILDINGS.

Chicago, Ill. The secretary of the board of education has determined recently to rate the efficiency of janitors on the basis of three points for efficiency in cleaning, heating and general care of school buildings, and two points for seniority. This rule will reduce the relative importance of the length of service of janitors considerably.

Beginning September 1, a new salary schedule for janitors will be in effect at Salem, Mass. The schedule provides for a compensation of \$100 per room, per year for janitors in charge of steam heated plants. No janitor in this class will receive more than \$1,000.

Janitors who operate furnace heated plants will be paid at the rate of \$100 per room, per year. No janitor in this class will receive less than \$450 or more than \$850.

The school board of Pittsfield, Mass., has adopted a new salary schedule for janitors which provides for a minimum of \$520 for four rooms. For each additional room occupied, the sum of \$40 is allowed; for each unoccupied room, above the minimum number, the sum of \$20 is provided.

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School Room Hygiene

MEDICAL INSPECTION.

Sandusky, O. The first step toward the adoption of a medical inspection system has been taken by the school board with the recommendation that the state board of health be permitted to send experts to investigate the physical condition of the pupils in one school. They will collect facts intended to show the need of medical and dental inspection.

New Orleans, La. Medical inspection of school children in Jefferson Davis Parish has been begun under the direction of the board of health and the school board of the parish. The examinations include the eyes, ears, throats and teeth of pupils.

Plattsburg, N. Y. In compliance with the state law a medical inspector has been appointed for the public schools. It is provided in the rules of the board that examinations may be made by the family physicians when desired by the parents or pupils.

Sheboygan, Wis. General examinations of school children in the grades and kindergarten have revealed that out of 3,500 pupils, 1,456 have defective teeth; 674 have diseased tonsils; 647 defective eyesight, and 264 adenoids. The facts have spurred teachers and principals to urge upon parents the necessity of removing these defects at the earliest opportunity.

Portland, Ore. A number of the members of the school board have brought up the question of medical inspectors for the public schools. It is the belief of the members that every child ought to be examined upon entering school and an attempt made to place him where he can be taught to the best advantage and without hindering the work of teachers or fellow-students.

According to the replies, received by the United States Bureau of Education in a questionnaire, including 1,300 cities between 2,500 and 30,000 population, 516 communities report

medical inspection systems. Of these 516 cities, 86 employ a school nurse.

Atchison, Kans. A recent report of the examination of school children by the school nurse shows that out of 1,540 children, 51 have been excluded from attendance; 147 have enlarged tonsils; 38 have defective sight; 44 have skin diseases and 420 have defective teeth. Eleven pupils have had their defects removed thru the efforts of the school and health authorities.

DENTAL HYGIENE.

Flint, Mich. A dental clinic has been established for the benefit of children whose parents are unable to pay for dental treatment. The work will be in charge of the local dentists.

Sheboygan, Wis. A general physical examination of children in the graded schools has revealed that 1,456 out of an enrollment of 3,500 have defective teeth.

The school medical inspectors of Richmond, Ind., have just issued the first of a series of health circulars prepared and edited by themselves. The circular reads:

"Decayed teeth cause an unclean mouth, and toothache and disease of the gums may result. Neglect of first teeth is a frequent cause of decay and deformity of second teeth. Baby teeth can be filled with cement easily and with little pain.

"If a child has decayed teeth, it cannot properly chew its food and often refuses to eat. Improperly chewed food and unclean mouth cause bad digestion, and consequently, poor general health. 'A clean mouth is essential to good health.'

If a child has continued poor health, bad teeth may be the cause. The dentist should be consulted by all at least twice a year. The teeth should be brushed after each meal, using a tooth powder. Clean teeth do not decay.

The following inexpensive tooth powder is recommended:

Two ounces of Powdered Precipitated Chalk.
Half an ounce of Powdered Castile Soap.
One dram of Powdered Orris Root—Mix.

"It is more important for children to brush the teeth than to wash the face."

Monson, Mass. With the operation of the dental inspection system during the past four years it has been possible to greatly improve the condition of the teeth among the school children.

An example of what has been accomplished is noted in the report of the department. In 1909 there were 28 students in the ninth grade, nine of whom had good teeth and eight had poor ones. The present class has 29 students, fifteen of whom have good teeth and only two are in poor condition.

MINIMUM ESSENTIALS.

Dr. Thomas A. Wood, who has been the leader in studying the sanitation of rural schoolhouses and who has agitated for many years the necessity of better conditions, has formulated a list of ten minimum essentials, without which no country school can be healthful. These essentials are:

1. Heating by at least a properly jacketed stove. No unjacketed stove to be permitted.
2. Ventilation by window boards or better form of fresh air inlets.
3. Lighting from left of room, or left and rear, thru window space at least one-fifth of floor space in area.
4. Schoolhouses kept as clean as a good housekeeper would keep her home.
5. Drinking water provided by a sanitary drinking fountain.
6. Facilities for washing hands, and individual towels.
7. Toilets and privies of sanitary types, with no cesspools unless waterproof, and no neglected privy boxes or vaults.
8. Schoolhouse thoroly screened against flies and mosquitoes.
9. Schoolhouse and outhouses absolutely free from all obscene markings.
10. Reasonable playground space for every rural school.

There is requirement comprehensive ventilation to each United States

With a all the b of the dis Bedford, M prepared ventilation

"Fresh a. m. unfurnaces by janitor the window

"Windowtain times structure desks mu quired to time for at 9:30, 1

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"Room—not un dren are rooms ar when the

Dr. E. New Or open-alr buildings poor he lung dis 77 child cases of Moss th pupils w

To School Builders:

If during the coming summer you have any problems of plumbing in connection with your new or old school buildings —

Please remember we have a corps of sanitary engineers who can be of material assistance to you in the solution of these problems.

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Our problems are your problems. Our advice is your advice. Our engineers are your engineers—provided you address the

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There is nothing startling or new about these requirements. They suggest the need of a comprehensive campaign for insuring their application to each and every country school in the United States.

SCHOOLROOM HYGIENE.

With a view of giving the schools of the city all the benefits of open-air schools and none of the disadvantages, the school board of New Bedford, Mass., has adopted rules and regulations prepared by Supt. A. P. Keith for the uniform ventilation of schoolrooms. The rules read:

"Fresh air inlets must be wide open from 8:30 a. m. until 4:00 p. m.; water pans in hot air furnaces or air chambers must be kept filled by janitors; rooms must be aired out by opening the windows at stated periods each day.

"Windows and doors in the buildings, at certain times, must be thrown open and the whole structure flushed with fresh air. Material on desks must be covered up and the pupils required to take deep breathing exercises. The time for these open-air exercises has been fixed at 9:30, 1:20, 2:30 and 3:30.

"At recess, it is required that all desks be cleared, that windows be thrown open for at least half the period, and that children and teachers spend the time outdoors. On stormy days the children will wear wraps and participate in indoor games and exercises. Where part of the children have recess, such rooms must be flushed with fresh air at 10:15 each morning.

"Rooms should be kept at an even temperature—not under 64 and not over 68 degrees. Children are designated to take temperature of rooms and to acquaint the teacher with the fact when the room is too hot or too cold."

Dr. Edmund Moss, of the public schools of New Orleans, La., has recommended that an open-air school be introduced in one of the school buildings for the benefit of children who are in poor health and who have a tendency toward lung diseases. A bacteriological examination of 77 children in delicate health revealed but two cases of actual disease. It is the belief of Dr. Moss that 62 per cent of weak lungs are cases of pupils who are in need of preventive treatment,

and for these the open-air school is especially adapted.

Dr. Moss, assisted by Dr. McIlhenny, has undertaken a special study of crippled children with a view of doing something to benefit these cripples.

Springfield, Ill. An eye dispensary has been opened for the benefit of children who need treatment and who cannot pay for the same. Local oculists have given their services free and the board will provide glasses where children cannot purchase them.

Philadelphia, Pa. A meeting of the physical education department and the board of education was recently held to discuss the question of centering all recreation work under the control of the board. The claims of the respective bodies were presented by Mr. Howard Yocum for the Playgrounds' Association and Mr. James S. Hiatt for the board of education. The latter brought out the fact that under the present arrangement the attendance at recreation centers has been increased 84 per cent and two and one-half million persons have taken advantage of the opportunity for sports and play. There are at present 22 recreation centers, 106 equipped schoolyards, 13 school gardens and 14 swimming centers.

Boston, Mass. An open-air school has been opened at the Fifth Street playground with 24 pupils in attendance. Lunches are brought by the children and supplemented at the building with cocoa and crackers. The school has two sessions, with a noon intermission and two-minute exercise periods at regular intervals during the day.

A committee on ventilation in the public schools, headed by the health commissioner, has been investigating conditions in Buffalo. In its report the committee says:

"Our investigations have shown us that in many instances, the present ventilating and heating plants in our public schools are run in a most careless, ignorant and inefficient manner. No system can be made absolutely fool-proof. While in most instances these plants are to a degree imperfect and inadequate, yet by intelligent and careful management much better results could be obtained from them.

"So far as we are able to learn, there is at present no supervision of janitor service to insure the best results. The janitors seem to be responsible to or under the control of no one.

"In the interests of the pupils and teachers we deem it advisable and recommend that some form of intelligent supervision and management be placed over them. This might be accomplished by making them under and a part of the mechanical division of the bureau of buildings, with a head having absolute control and responsible for efficient service on the part of the janitors."

Supt. Henry P. Emerson is opposed to the plan to put the janitors under the control of the department of public works, as suggested by the health committee. He said that there was not another city in the country where janitors in the schools are not under the control of the school department and he could see no advantage in a change. In his opinion it would only complicate matters and do no good.

The American Museum of Safety has recently compiled data showing that about 12,000,000 school children in the United States have defective teeth. In some schools this defect is found in about 50 per cent of the children and in others the rate is as high as 98 per cent. In New York City alone, it has been found that 129,000 cases of defective teeth exist among the school children, of which 57,580 are in the Borough of Manhattan.

Haverhill, Mass. In his annual report to the board of education, Supt. Clarence H. Dempsey refers to the subject of proper temperature and ventilation in schoolrooms and points out that the lack of a carefully devised system prevents the avoidance of extremes of heat and cold. In the Haverhill schools, this condition in schoolrooms has been remedied by a number of means, first, the systematic airing of rooms; second, regulation of temperature with breathing exercises and light gymnastics. The fresh-air plan was put into operation after a good deal of thought on the part of teachers and principals and has been found a factor in increasing the energy of the pupils, in spurring their mental efforts and improving the general health of all students.

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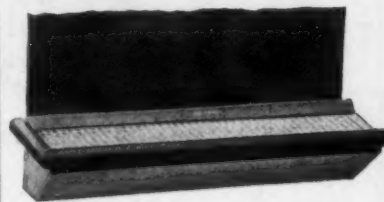
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Mr. Aiton Retires.

George B. Aiton, Minnesota's first high school inspector, appointed in 1893, is to retire from office August 1st to go back to the farm.

Mr. Aiton will go to Grand Rapids, where he owns a farm, to become a member of a colony of educators who have turned farmers.

Mr. Aiton was born in Minnesota. His first connection with the schools of the state as a teacher was in Nicollet county, where he taught three years. He entered the university in 1877 and took his degree in 1881. Subsequently he taught a year at Zumbrota. From there he went to Owatonna, where he became superintendent of schools for two years. He then went abroad, spending a year at the University of Leipzig. While in Europe he studied the school system

of a large number of cities. On his return he spent a year at Austin as superintendent of schools. From there he went to the East High School, Minneapolis, where he was principal for seven years. From the principalship of the East high, he was appointed by the state high school board in 1893 to fill the position of state high school inspector, a position which had just been created.

During the nearly 21 years of his incumbency, Mr. Aiton has seen the number of high schools in Minnesota grow from 70 to 216.

Mr. Bentley to Paducah.

Out of a field of fifty candidates, the school board of Paducah, Ky., has chosen Mr. J. H. Bentley, of Henderson, Ky., to succeed Supt. J. A. Carnegie. The latter refused re-election.

Professor Bentley is about 35 years of age and a graduate of Wesleyan University. He has done a part of his work for the master's degree in the teachers college at Columbia University. He is a native of Missouri, where he has been principal of high schools, was instructor in the high school at St. Joseph, Mo., for five years, has taught in the male high school at Louisville, Ky., and is completing his third year as principal of the high school at Henderson, Ky. Mr. Bentley will assume his new office in August.

Dr. Van Matre Appointed.

Dr. N. B. Van Matre has been chosen first president of the new Humboldt State Normal School, just organized, at Arcata, Cal. Altho the school has been in session less than a month, at the time of writing, the enrollment already exceeds 75 students.

Dr. Van Matre has had wide experience in school work on the Pacific Coast as instructor in high schools and as principal and superintendent. He has been at San Jose and San Bernardino, and during the past two years has been superintendent at Eureka.

Dr. Josiah L. Pickard.

Josiah Little Pickard, for fourteen years city superintendent of schools in Chicago and former president of Iowa University, died at San Jose, Cal., on March 29 at the age of 90 years.

Dr. Pickard was born at Rowley, Mass., March 17, 1824. He received his bachelor's degree at Bowdoin College in 1844 and his master of arts three years later. The degree of doctor of laws was conferred upon him by the Beloit College, the University of Chicago and by the Bowdoin College. From 1846 to 1860 he was principal of an academy at Platteville, Wis., and became superintendent of public instruction of Wisconsin in 1860, continuing until 1864, when he became superintendent of public schools of Chicago, continuing until 1877. A year later he assumed the presidency of the University of Iowa, holding that until 1887. He retired in 1899. He is a former president of the Iowa Historical Society, of the National Education Association and the National Council of Education.



MR. J. H. BENTLEY,
Henderson, Ky.
Superintendent-elect, Paducah, Ky.



DR. N. B. VAN MATRE,
President-elect, Humboldt State Normal School,
Arcata, Cal.



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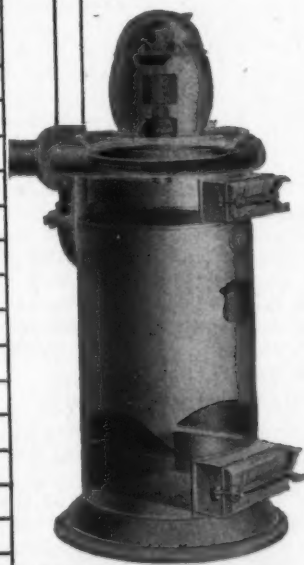
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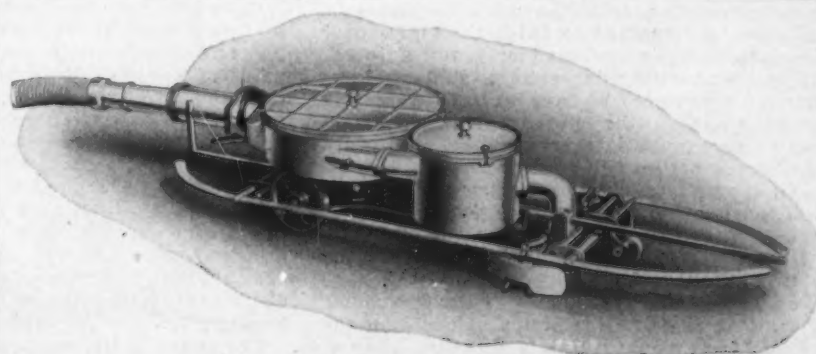


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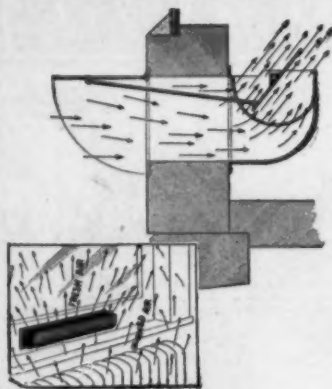
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SPECIAL STUDIES.

The Retail Merchants' Association, of East St. Louis, Ill., in co-operation with the local school authorities, has instituted back-yard and vacant-lot gardening for the public schools. Prizes are offered to those schools whose pupils spend the greatest amount of time in gardening and to others where the largest revenue is obtained from the cultivation of gardens. The work has been begun as a good backing for textbook work in nature study.

State Supt. Fred L. Keeler, of Michigan, has recently issued a "safety first" bulletin for teachers, principals and superintendents in the state. Posters have also been sent out with the following warning:

- Do not walk on railroad bridges or tracks.
- Do not walk around the end of lowered gates.
- Do not crawl under lowered gates.
- Do not loiter about railroad stations or cars.
- Do not jump on or off trains, cars or engines.
- Do not crawl under, between or over cars.
- Do not cross tracks without stopping, looking and listening to see whether a train is coming.
- Do not play on or around turntables.
- Never take chances. The safe course is always the best and it is the quickest in the long run.
- Be on the alert.
- Get the Safety Habit.
- Practice it every minute.

The month of April was observed in the public schools of Beloit, Wis., by a study of the city and related topics. The pupils devoted a portion of the time to writing essays on subjects related to the city.

Commercial courses in the high school of Spokane, Wash., have been arranged in such a manner that they may be completed in two years. Students, who desire to take commercial training in connection with the work necessary to a diploma, are enabled to finish the entire business and academic work in four years.

In the typewriting department, students must acquire a proficiency of from 40 to 50 words per minute, while in the stenography department students are enabled to graduate with a record of 120 words per minute. A number of graduates do expert work for local businessmen, and others who expect to complete the high school have begun a course in stenography and typewriting with a view of making use of these helps in college work.

Stenography and typewriting, when pursued at the same time, call for a period of one hour for each separate study. Half-credits are allowed for a semester's work.

Thru the co-operation of the State Department of Public Instruction, every rural school in the state of Oklahoma has received score sheets and directions for testing seed grains. The tests were made in many of the schools during the past winter and the value of the work is being looked forward to with much interest.

Speaking of the work, State Superintendent Wilson says:

"No movement has been started in our state which can result in as much good with so little cost to the people generally. It will not only be a financial benefit to the farmer by teaching him to plant none but good seed, but it is of distinct educational value to the children. It furnishes one of the best lessons that can be taught in botany or agriculture, and affords the opportunity to come in closer contact with every farmer in the community, a thing which all good teachers are anxious to do.

"If the tests are properly made and the information followed by the farmers, the results should be remarkable. The lessons taught can be applied year after year and constantly improved upon, until the time will come in Oklahoma, as it should come, when no seeds of any kind whatsoever will be planted until they have first been tested. If the schools, thru their teachers and pupils, can bring this about, they will have fulfilled one of the greatest missions for which they are supported by public funds—that of making breadwinning easier."

Olean, N. Y. Thru the efforts of Supt. D. E. Batcheller, "safety first" principles will be given special attention in the public schools. Teachers are urged to make the subject a topic of serious discussion in the classroom revealing to children the danger of catching on street cars and vehicles and in crossing of streets.

Columbus, O. Preparations have been begun by the Public Recreation Department for the planting of gardens in about two thousand back-yards of the city. Steps have been taken to secure the co-operation of the public school children with the result that twelve buildings with a total of seven hundred pupils have adopted the idea. The results claimed for the work are that back-yards will be cleaned, rubbish removed and sanitation improved thru the removal of everything which attracts flies; it will interest children in out-of-doors work and improve their health; it will help parents reduce the high cost of living thru the raising of vegetables for home consumption and for sale.

The board of fire examiners, of Ottawa, Ill., in co-operation with the school authorities of the

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city, has launched a movement for the inspection of homes by the children in the schools. Blanks are provided and the children are expected to note all dangerous conditions and report to the city authorities. The work will be extended to all schools in the city, both public and private.

Monmouth, Ill. Under the direction of Supt. Joiner and the school board, a special school for boys who do not adapt themselves to school work has been opened. A portion of the time is devoted to manual training and the interest which the boys show is evidence of the success of the plan.

Portland, Ore. The school board has taken steps to establish a day school for blind children.

Boston, Mass. Upon the suggestion of the superintendent, the school board has provided for summer review classes at the Roxbury High School and in six elementary schools. The term begins June 22 and closes August 8. Sessions at the summer high school begin at 8:00 and close at 12:00 and those in the elementary schools begin at 8:30 and close at 11:30.

The compensations of instructors in summer schools are as follows: High schools, principals, \$7 per session, and assistants \$4; elementary schools, principals, \$5 per session, and assistants \$2.50.

Hutchinson, Kans. The school board has provided for the re-opening of the summer school for students who fail in school work and wish to make up their deficiencies.

GRADUATION NEWS.

Frankfort, Kans. The school board has passed a rule limiting the cost of material for graduation dresses to \$5.00.

Brazil, Ind. The girl students of the senior class have readopted a former policy of limiting the cost of dresses to \$5 and in addition have eliminated white gloves. The boys will wear uniform dark suits.

Richmond, Ind. The girl students of the high-school graduating class, have upon their own initiative, decided to limit the cost of commencement dresses to \$5. They have agreed to wear simple white waists and skirts, or plain dresses which will come within the cost set.

Anderson, Ind. The girl students of the high-school-graduating class have, in the interest of economy, adopted a resolution by which they agree to walk to all the events of the commencement week, provided the weather is right, to wear no flowers, to wear simple wash gowns and black shoes and to forego gloves.

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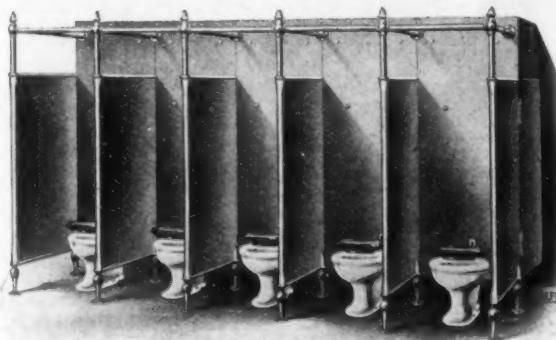
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WASHINGTON, D. C., 1130 Woodward Bldg.



Send for School Closet Circular

Stockton, Cal. The girls of the senior high school class have limited the cost of graduating dresses to \$5 and have agreed on inexpensive white shoes as an accessory. Gloves, jewelry and unnecessary trimming are prohibited.

Tecumseh, Neb. The school board has passed a rule limiting the cost of graduation gowns to \$5. No penalty is attached for failure to obey the rule.

Aurora, Neb. The girl members of the senior high-school class have agreed on one dress for the commencement exercises. The single gown will serve the double purpose of graduating and baccalaureate dress and will mean a considerable saving in expenses.

South Bend, Ind. Girls in the high-school graduating class will wear inexpensive dresses of uniform design.

Bellefontaine, O. Girls of the graduating class of the high school will wear white dresses, the cost of which has been limited to \$4.00.

Neenah, Wis. The girl students of the high school, upon their own initiative, have determined upon one simple gown for the commencement exercises.

MOTION PICTURES.

The danger of eye-strain from improperly projected motion pictures has been widely discussed in the medical press. Oculists and physicians declare that the "movies" in the ordinary moving picture theaters are the cause of numerous eye troubles which will demand legislative attention if the eyes of great numbers of people are not to be affected.

While the danger of eye-strain from "movies" in the schools is relatively remote, at the present time, the ordinary precautions should not be overlooked by school authorities. These require, in brief:

First—To operate the machine by a motor instead of by hand, to have an adjustable take-up or speed regulator and an automatic fire-shutter which renders more accurate the sequence of the individual images.

Second—To use the arc light with the direct current which is brighter and steadier than that with the indirect current.

Third—To have a proper screen, free from disagreeable and harmful glare. The so-called

"mirror screen" consisting of a mirror glass with a frosted surface, seems to be one of the most desirable, but is hardly practical in the average school.

Fourth—To use no reels which have been projected more than one thousand times. Reels of an inferior quality or which have become scratched from much use give poor definition.

Fifth—To allow at least three minutes intermission between the reels.

Chosen Superintendent for Wilmington.

The school board of Wilmington, Delaware, has chosen Dr. Clifford J. Scott, superintendent of schools at Uniontown, Pa., to succeed the late George W. Twitmyer.

Dr. Scott comes to Wilmington with the recommendation of leading Eastern educators. His salary has been fixed at \$3,000.



CLIFFORD J. SCOTT,
Superintendent-elect,
Wilmington, Del.

COMING CONVENTIONS.

May 6-9. Western Drawing and Manual Training Association at Milwaukee, Wis. Miss Emily Dorn, chairman local committee.

May 8. Eastern Connecticut Teachers' Association at New London and Willimantic. A. N. Potter, secy., Willimantic.

May 9. Boston Manual Training Club at Boston. John C. Brodhead, pres., Boston.

May 19-20. Oklahoma County Superintendents' Association at Oklahoma City. Miss Daisy M. Pratt, secy., Watonga.

May 19-20-21. National Association of School Accounting Officers at Memphis. Henry R. M. Cook, pres., New York, N. Y.

May 21-22-23. American Federation of Arts at Chicago. Leila Mechlin, secy., Washington, D. C.

June 3-4-5. Indiana County Superintendents' Association at Terre Haute.

June 17-19. West Virginia State Education Association at Morgantown. Otis G. Wilson, pres., Elkins.

June 23-26. Society for the Promotion of Engineering Education at Princeton, N. J. Henry H. Norris, secy., Ithaca, N. Y.

June 29-July 2. Catholic Education Association at Atlantic City, N. J. Rev. F. W. Howard, secy., Columbus, O.

June 29-July 2. Maryland State Teachers' Association at Ocean City. Hugh W. Caldwell, recording secy., Chesapeake City.

June 30-July 3. American Home Economics Association at Cleveland. Isabel E. Lord, secy., Brooklyn.

June 30-July 2. Ohio Teachers' Association at Cedar Point. Supt. John K. Baxter, pres., Canton.

July 30-Aug. 3. National Association of Teachers in Colored Schools at Savannah, Ga. Geo. W. Carry, secy., Guthrie.

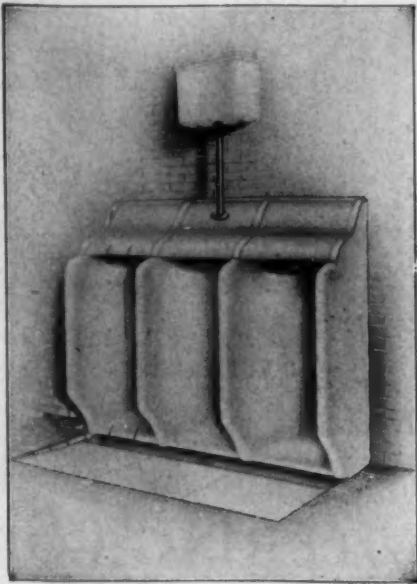
May 1—County School Officials' Association at St. Marys. M. L. Duggan, Secy., Sparta.

Supt. B. F. Martin has been re-elected at Newton, Kans., at an increased salary of \$1,600.

Des Moines, Ia. Supt. Z. C. Thornburg has been re-elected.

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School Trade Notes

SCHOOL WALL COVERINGS.

Of the special problems of schoolhouse design which puzzle the inexperienced architect, the wainscoting of corridors, stairways and classrooms is one of the most troublesome. The complexing and equally important requirements of permanence, neatness in appearance, cleanliness and, above all, low cost are not to be found in wood, enameled brick, tile or marble in like degree. In fact, until the recent development of a sanitary oil-painted burlap, there was no satisfactory low-cost wainscoting material for school use.

Of the new burlaps, which are becoming most commonly used, the No. 10, Oil-Painted Burlap of the Cott-a-lap Company of Somerville, N. J., is declared by school building superintendents to be most satisfactory. It is built on a stout burlap base, and filled with nothing but genuine linseed oil paint. It has a flat, smooth surface that is without gloss and exhibits a minimum of glare in reflecting light. It is, of course, waterproof and can be washed an indefinite number of times. Its body is sufficient to withstand kicking and bumping, and chipping with pencils, etc. It is used exclusively in the schools of Chicago and is specified for the school buildings of Cincinnati and other cities.

A similar wall burlap, used exclusively in the schools of Philadelphia, and introduced in Seattle and Tacoma, is the new Cott-a-lap No. 4. This material is waterproof and is adapted to particularly large surfaces.

Full information about Cott-a-lap Wall Burlaps may be had from the Cott-a-lap Company, Somerville, N. J., or 108 West Lake Street, Chicago.

New Feature Records.

The Educational Department of the Victor Talking Machine Company has announced a double school record containing:

1. Chopin—Spring Song;
2. Schumann—

- Spring's Messenger;
3. Mendelssohn-Greeting.
1. Grieg—Morning Song;
2. Franz—The Rose;
3. Schubert—The Brooklet.

Exposition Handbook.

An official "Panama-Pacific Exposition Handbook," giving interesting and valuable information to prospective visitors and exhibitors, is being distributed by the Remington Typewriter organization.

The booklet, which is superbly illustrated in colors reproducing drawings and maps of the Panama Canal Zone, California, San Francisco and the Exposition, may be had, without cost, at any of the 658 offices of the Remington Company, or by addressing the main offices in New York City.

New Publishing House.

A new educational publishing house, the Eaton-Ives-Sturgis-Walton Company, Inc., New York and Chicago, has been formed by a consolidation of the business of Eaton & Company, Ives-Butler Co., and Sturgis & Walton.

While the plans of the firm have not been made public, it is announced that in addition to publishing textbooks and educational periodicals, a line of fiction and general literature will be developed.

The offices of the firm will be located at 116 South Michigan Avenue, Chicago, in charge of Mr. Ira T. Eaton, and at 31 East Twenty-seventh Street, New York City, in charge of Messrs. Wm. H. Ives, Lyman B. Sturgis and Lawton L. Walton.

Charts of the Panama Canal.

Uncle Sam's own official charts of the Panama Canal are now available for school and commercial use, according to an announcement of the Department of Commerce. A general chart of the canal and its approaches and special charts of Panama and Colon harbors may be obtained at a small price from the Coast and Geodetic Survey in Washington or from sales agents in the principal parts of the country.

Reprint Report.

The demand for copies of the report of the Committee on Grammatical Nomenclature, of the National Education Association was so large, during the past winter, that Secretary D. W.

Springer has made a special reprint of the same for distribution among school authorities.

The new pamphlet contains, in addition to the original report, also the suggestions of the committee concerning the grammatical nomenclature to be used in American cities in the teaching of German, romance, Latin and Greek languages. Copies of the report may be had by addressing Secretary D. W. Springer, Ann Arbor, Mich.

All-Year Schools.

The continuance of school sessions for an entire calendar year is to be put into operation for the first time at Ardmore, Okla., during the coming summer. The experiment has been undertaken at the suggestion of Supt. C. W. Richards and will mean the completion of the eight-year school course in a six-year period and of the high school in three years, a saving of two years in the former and one year in the latter.

The course of study, now in use in the Ardmore schools, was written by Superintendent Richards, with the idea of the all-year school in mind, including the policy also of promoting pupils quarterly. This policy is meeting with the greatest success and has cut down the number of pupils, who fail to pass at the end of a term, by 50 per cent. Under this system, when a pupil fails, it is only for a three months or short term, and this encourages those who fail to go to work and make up their studies and thus be able to pass at the end of the school year. The course of study provides for four three-month terms of school.

Supt. Albert S. Cook, of the Baltimore County Public School of Maryland, has been re-elected for a two-year term at an increased salary of \$5,000 per annum. The action of the Baltimore County Board of Education in re-electing Mr. Cook at an increased salary, has been viewed by educators and others to mean the first step in the direction of retaining a supervising force in the county schools that will make the positions from superintendent down worth while, and will encourage both the officers and teaching force to remain in the county because of the high salaries paid. Mr. Cook, in addition to acting as superintendent, will continue as secretary and treasurer of the county schools.

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Government Specifications Demand the Best

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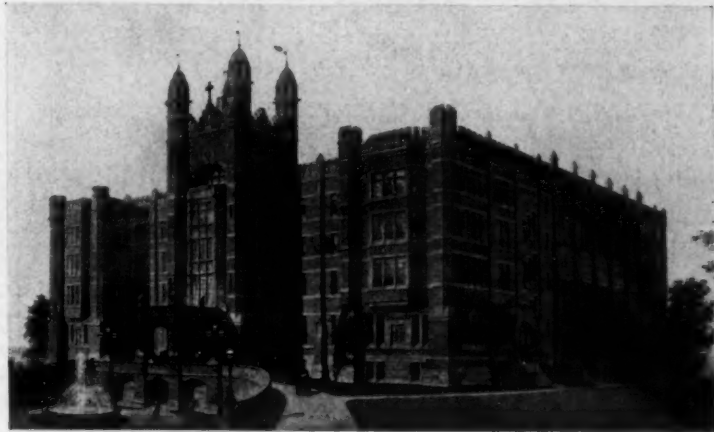
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No waste of water --- just enough to flush the bowl and no more.



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that will keep water cool, sweet and always ready for use.

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Let us tell you today just how we can solve your drinking problems.

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usual condition of drinking fountains in Winter.

Remember—

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is the only fountain on the market that will not freeze.

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Supply your school yard with a Fountain that works twelve (12) months in the year and not only May and June—September and October.



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may have to use a text-book that has been used by disease-laden hands. The cover of a book absorbs disease germs thrown off thru the pores of the skin. The moisture of the hands enters thru the cloth into the pulp board storing up dirt and disease, also loosening the cloth and doing real damage to the book.

Reynolds Sanitary Book Covers

are made of Imported Kraft paper. This paper is moisture-proof, has a smooth, hard surface to which germs cannot adhere. Its strength and durability is remarkable. Test it out.

Reynolds Sanitary Covers are made in 5 sizes and will fit any book. They are made in two pieces and fit snugly and are very easily put on by pupil or teacher.

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SCHOOLS AND REGULAR PUBLIC
SCHOOL INSTRUCTION

A knowledge of printing instills into the student attention to details, a knowledge of punctuation, accuracy in spelling, capitalization and construction, in addition to correctness in correspondence and business forms.

We can furnish a printing equipment to meet the special requirements of any school—from the needs for a small class room to an up-to-date equipment for genuine art-craft practice and thorough business training.

Write our nearest Selling House for an itemized estimate of the type, printing material and machinery required.

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Set in Packard-Oxolo Border No. 4

Out of the Day's Work

Card Record System.

For a year past the public schools of Three Rivers, Mich., have employed a record card system, devised and perfected by Supt. J. A. Wiggers, which has the advantage of being compact, inexpensive and exceedingly complete.

The record is kept on cards 5x8 inches in size, and is adapted to either annual or semi-annual promotions, covering a period of ten years. While it is intended only for the elementary school course of eight years, enough space is provided so that a pupil who fails two years will still have his complete record on the one card.

The card, of which a miniature reproduction is shown on this page, gives the name and address of the child, the age and the date when entering, the parents' names and address and occupation, changes of address, date and cause of leaving school

In arranging the card, more than a mere school record has been sought. Thus, the birth of the

[illegible]

Obverse.

[illegible]

Reverse.

child is given prominence to enable a check for the compulsory attendance law and to prevent illegal labor permits.

The cards are made out in duplicate, a light bond paper card being used for the temporary record and a heavy manila card for the permanent record in the school-board headquarters. The former card follows the pupil from school to school and the latter is retained in the school-board office.

In actual practice, the cards have been found to be more compact and more inclusive than those recommended by the Bureau of Education and the National Education Association. They require very little time on the part of the teacher and can be maintained without clerical help in the school-board office. They have been found valuable by the high-school teachers in looking up information concerning the pupils' grade, the work, attendance, promotion, retardation and health. They are also consulted continually by the business houses of Three Rivers, who receive applications from pupils or graduates of the schools.

IMPROVING SPELLING.

To maintain interest of students in good spelling, the school authorities of Childress, Texas, have adopted a unique plan. At the beginning of the present school year, the board of education, upon the recommendation of Supt. W. H.

Woodley, purchased a silver cup which it had engraved suitably as a spelling prize.

Once a month, each teacher sends to the central office, a list of 25 words which have been misspelled in written work or oral exercises during the preceding four weeks. From the first-grade lists, ten words are selected by the superintendent and from each of the other grades, including the high school, 25 words are chosen for a spelling contest according to the following plan:

The schools are divided into four general groups, according to grades: Group one, includes the first and second grades; group two, the third and fourth grades; group three, the fifth, sixth and seventh grades; group four, the four years of the high school.

On the morning of the fourth Friday of each month, the list for the first grade is sent to each of the first and second grades in the city and the words are written upon the blackboard and left there during the forenoon session. No drill in spelling is given, but the children simply have the opportunity of seeing the words before them. At the opening of the afternoon session, the words are erased and are written by the children from the teacher's dictation. The papers are graded by the teachers and the class holding the highest average receives the cup for keeping during the following week. On the following Friday, the second group, consisting of the third and fourth grades, compete in the same way and the honored grade holds the cup during the following week. Each of the four groups thus holds the cup during one week each month.

By the plan, it has been found that children who find spelling difficult, are spurred to an unusual effort. The classroom spirit is thoroughly aroused since each one knows that the responsibility for room honors rests with him. An aggressive spirit in spelling is manifest thruout the entire schools and the work has improved the spelling so that the averages of the weekly contests never fall below 97 per cent and some classes have attained an average mark of 100 per cent.

DALLAS SCHOOL BOARD REORGANIZES.

Following an exciting campaign the Dallas school board was elected on April 8th along non-partisan lines.

Previous to the year 1911, the members of the Dallas board were elected on strictly partisan lines. In that year an insurgent movement developed among men who were dissatisfied with school administrative conditions and the board which went into office at that time was the first to be elected without a party designation. The board was not, however, successful, and did not administer the schools with that wisdom and foresight, which is so necessary to successful school management.

The dissatisfaction of the school patrons lead to the formation of a non-partisan organization, having as its purpose, the removal of all party lines from school elections and the nomination and election of the best available candidates.

The campaign of the present year was organized and conducted on strictly educational lines. It was opened with meetings of citizens in each of the school buildings at which delegates were appointed to attend a central meeting. At the latter, nominations of men were made:

J. M. McCormick, president (attorney); J. C. Mason (merchant); W. E. Greiner (merchant); J. R. Haynes (attorney); Clinton Russell (real estate); Louis Reinhart (insurance); W. O. Rawlins (linotypist).

The candidates of the school patrons' organization were elected by a majority of 2 to 1, carrying also a bond issue for \$600,000, upon which the School Patrons' League had united.

SIMPLIFIED SPELLING PROGRESS.

The Simplified Spelling Board, which held its eighth annual meeting in New York City in April, finished its work with the announcement that more than 8,000 words have been reformed or corrected.

Among the members who took part in the sessions of the convention were William Archer, English author; Prof. Charles H. Grandgent of Harvard, William Trufant Foster, president of Reed College; Henry Gallup Paine, Prof. Brander Matthews of Columbia, Henry Holt, publisher and author; Dr. Abram Gideon, Prof. Calvin Thomas of Columbia, George H. Danton, Dr. Melvil Dewey and William F. MacLean, M. P., editor of the *Toronto World*.

The board asserts that simplified spelling is catching on rapidly and that more interest is being shown by colleges, universities, schools, newspapers and business concerns than in other years. In Illinois sixteen colleges and universities have promised to adopt the standards of the board and the movement has been advanced materially in other states. The principal work of the board at present is interesting schools and colleges, it was said.

SCHOOL BOARD NEWS.

Belvidere, Ill. The school board has made arrangements for the designation of school grounds as play spots during the summer. The playgrounds will be under the direct control of the superintendent of schools and will be equipped with a modest assortment of play apparatus.

Providence, R. I. The school board has abolished two of the special committees and has created new ones on "drawing and industrial education" and "special schools." The present committees replace the committees on drawing and on backward children and consist of five members each.

Worcester, Mass. The school board has adopted the following rule, intended to familiarize members of the school committee with business which is to be transacted. "A bulletin shall be mailed to each member of the Committee by the clerk on the Saturday preceding each regular meeting of the school committee. Except by a majority vote of the whole committee, no final action shall be taken at any regular meeting upon new business, except recommendations of the superintendent, unless such new business has appeared on the bulletin for that meeting. Any item of business that is to appear on this bulletin shall be in the hands of the clerk not later than the Friday preceding the regular meeting."

New York, N. Y. The school board, by a vote of 34 to 5, has placed the parochial and private schools on a par with the public elementary schools by admitting these students to the high schools without previous examinations. The new rule has been incorporated in the by-laws of the board and reads as follows:

"Pupils who have graduated from schools other than the public schools, provided such schools maintain an eight-year course of study substantially equivalent to that pursued in the public elementary schools, and provided such schools are conducted under the supervision of recognized authority, may be admitted to high school in like manner.

"The certificates must be approved by the district superintendent or other official authority recognized by the board of superintendents, in accordance with regulations to be prescribed by said board.

"Pupils other than those referred to in the preceding section, who are residents of the city, including pupils who have been discharged from the high school department of institutions in the city of New York, may be admitted to the high schools on passing an examination conducted under the direction of principals of the schools at the beginning of each term."

Heretofore all pupils of schools outside of the public school system have had to take an examination before they were admitted to the high schools. The public school pupils were admitted on a certificate signed by the principals of each grammar school. The Roman Catholic school authorities have always claimed that their pupils were unjustly treated, and that they had to undergo a more rigid examination than many of the public school children who were admitted on certificate could pass.

Pontiac, Mich. The school board has taken steps to prevent the promiscuous purchase of school supplies by the superintendent and members of the board. It has been decided to appoint a committee to arrange for a centralization of the powers of purchasing agent in the office of the superintendent.



Illustrating the use of the swivel tool cleaning under school desks.

Now is the Time to Select the Vacuum Cleaner to be Installed During the Summer Vacation

The sanitary advantage of vacuum cleaning for schoolrooms is universally recognized. To take out all the dust and dirt, to draw it completely out of the room,—that is the only way to clean a school room. To scatter it

in the air to settle again is not only an evasion but a crime.

The question is not "Shall I install a vacuum cleaner?" but "What vacuum cleaner shall I install?"

Spencer Turbine Vacuum Cleaner

There are a good many reasons why there are more Spencer Turbine Cleaners in daily and successful operation in schools than any other make. There are good reasons why this is the make almost universally selected by men who know, by men who have had the most experience in the selection of such apparatus.

To be commercially practicable for school work, it is not only necessary to clean thoroughly, but to clean rapidly,—to do the work more quickly than it can be done by brushes or brooms. The Spencer Turbine not only cleans schoolrooms with absolute thoroughness, but also with greater rapidity than they can be thoroly cleaned by any other method.

The cleverly designed and sturdily constructed turbine, with its wide clearances and freedom from all complications, is built to produce the proportions of vacuum and volume that experience has proven give the best results.

Among the reasons why the Spencer Turbine excels in schoolhouse cleaning are:—The strong and snappy suction that cleans thoroly with one pass of the tool—no waste of time or effort; and the marvelous patented swivel tool, that enables the janitor to reach under and around the desk legs, and to do it easily and quickly. This patented swivel tool, more than any other one thing, has made vacuum cleaning practicable for schoolrooms.

The average janitor readily acquires proficiency with this tool, the expert janitor by its use cleans with an almost incredible ease and speed. There are many janitors who can on exhibition clean an average size schoolroom of say thirty-five desks inside of five minutes—there are scores who regularly clean average size rooms under normal conditions in less than ten minutes.

You owe it to yourself and to your school to investigate this system. Write for printed matter and complete information.

The Spencer Turbine Cleaner Co.
620 Capitol Avenue Hartford, Conn.

Book Reviews

Garden Farming.

By Lee Cleveland Corbett. 473 pages. Price, \$2.00. Ginn & Company, Boston, New York, Chicago.

As urban population has grown larger "truck gardening" and "forcing" have taken on larger and larger proportions. This author states "the money value of this industry represents double the income of that derived from the fruit interests of the United States, including the pomaceous fruits, the stone fruits, the small fruits and the subtropical fruits."

The earlier chapters are general in character. Preparation of compost, soil sterilization, deep plowing followed at once by fine narrowing, methods of increasing water-holding capacity of the soil, sowing, thinning out young plants, proper and improper ways of transplanting young plants are discussed so convincingly, that even if the thermometer marks 27° Fahr., one longs to be out and doing.

The problems of transportation are grouped under: (1) the carrying of the products to the market; (2) the extension of the trucking area. Under the first head come the questions of preparing vegetables for shipment, style of packages, transportation by water, by ventilated cars, by refrigerator cars. As the latter means become better and the rates less expensive, "truck-ing" area will become even larger than at present, tho the growth in shipment and service has already been great. The annual fresh-fruit shipments from California in the last 24 years have advanced 150 per cent. In some regions the advance in shipments of fresh vegetables would probably be much larger. The pages on the home garden are inspiring enough to make the holder of even a tiny plot try to raise all the fresh vegetables possible, as the value of a food article is very largely dependent on its freshness.

In part II are chapters on vegetables, from artichokes and asparagus to tomatoes and water-melons. The sub-topics of botany, manures, cultivation, enemies and disease, harvesting, and—last, but not least—marketing, make highly interesting reading. As the author is horticulturist in the bureau of plant industry, United States Department of Agriculture, his sources of information are exceptionally good and his statements should be taken as authoritative.

Lockhart's Life of Scott.

Abridged and edited with introduction and notes by O. Leon Reid. 262 pages. Price, \$0.25. The Macmillan Co., New York, N. Y.

Boswell's Life of Samuel Johnson, Lockhart's Life of Sir Walter Scott, Mrs. Gaskell's Life of Charlotte Bronte, have often been called the three finest biographies in the English language. Be that as it may be, the high rank of these biographies is generally conceded. The opening chapter of autobiography is followed by an abridgment of the two-volume edition of 1848. The editor mentions that, with the exception of less than a score of italicized link phrases or sentences, this abridgment is restricted to the original sentences of the author. The taste and judgment of the editor have made a connected narrative of these selections. It is much to be told, in so small a book, so much of the genius, industry, manly courage, interesting personality of the "Wizard of the North."

Sinopah the Indian Boy.

By James Willard Schultz. With illustrations by E. Boyd Smith. 154 pages. Houghton Mifflin Co., Boston.

Many years ago the Blackfeet owned miles upon miles of country. On their plains were buffalo and antelope; on their mountains and along their rivers, were countless numbers of larger and smaller animals. In those happy days, the Blackfeet were rich and happy. One June morning a baby boy, Sinopah, was born to a great chief, White Wolf. The mother reared her baby wisely and until he was four years old hardly let him out of her sight. Then, with two companions, he made a play of the things he would have to do when he grew up. Later his aged grandfather took a hand in the boy's education, teaching him not to whimper when worsted, training him in the use of bow and arrow and

filling his mind and imagination with the facts and fancies of his own life. At twelve, dressed in new and elaborately ornamented skins, he became a member of the Su-is-kis-iks, a society for the making of warriors. Thus in one short day, Sinopah passed out of his childhood days into those of youth.

This delightful book tells of the every-day life, the special occasions, the standards of honor of a once powerful tribe of Indians.

Promoting Good Citizenship.

By James Bryce. Edited by Ada L. F. Snell. 77 pages. Price, \$0.35, net. Houghton Mifflin Co., Boston.

In 1809 the Honorable James Bryce gave the Yale University a series of lectures which were later published under the title "Hindrances to Good Citizenship." The first and last of these lectures are included in this volume. In style they are examples of Mr. Bryce's rare power of vigorous persuasive English; in subject matter they are a tonic for negligence in public affairs.

In the introduction the editor skillfully sketches the mental traits and high standards of this notable Englishman.

The Beacon First Reader.

By James H. Fassett. 160 pages. Price, \$0.35. Ginn & Co., Boston.

The Beacon Second Reader.

By James H. Fassett. 192 pages. Price, \$0.40. Ginn & Co., Boston.

The system of phonics, presented in this series, is based upon four important principles: First—Training children to hear the sound which the phonogram represents. The image thus taught is called an auditory image.

Second—Using the simple and natural device of tying the initial vowel to the initial consonant. It is stated that this device greatly reduces the number of forms to be taught.

Third—Depending upon natural phonetic elements, rather than diacritical marks in determining letter values.

Fourth—Teaching unphonetic words by sight. Those unacquainted with or unfavorable to this system, may find it difficult to accept readily the third principle. As to unphonetic words, it is claimed the number of these words is not so large as is popularly supposed. They are introduced slowly and gradually.

The selections for reading merit almost unqualified praise. Interesting, dramatic, many fine examples of folklore, they belong to this stage of a child's life. The type, spacing, illustrations, bring out the value of the reading matter.

College Requirements for Study.

Shakespeare's Macbeth, edited by Helen Gray Cone. Milton's Minor Poems, edited by Henry W. Boynton and Charles Swain Thomas. Burke's Conciliation with the Colonies in America with an introduction by Woodrow Wilson. Edited by Robert Anderson. Macaulay's Essay on Johnson, edited by William P. Trent. 112 pages. Price, \$0.75. Houghton Mifflin Company, Boston, Mass.

From the Riverside Press has come another beautiful book for the convenience and use of educational circles. It contains the minimum college requirements in English, for "study," for the years, 1914 to 1919 inclusive. A consensus of opinion has selected the tragedy of Macbeth, showing the relentless progress of error; some shorter poems of Milton, written in the flush of his young manhood; Burke's incomparable speech; one of Macaulay's picturesque narratives.

Outline, introductions, notes and comments, questions, topical themes for oral and written work, will prove highly suggestive and stimulating to students.

Plane and Solid Geometry.

By Walter Burton Ford and Charles Ammerman. 354 pages. Price, \$1.25. The Macmillan Co., New York.

New ways of approaching the study of fundamental principles is one mark of an up-to-date geometry. By way of introduction a ruler, a pair of compasses, a protractor, are constantly used in drawing figures. Thus the relations of

lines and angles become familiar. These conditions, based upon many of these figures, must be worked out. There are also more formal problems whose main purpose is to throw light upon geometric facts, and to make clear their importance and significance. If students once realize the value and place of geometrical principles in industry their minds will become eager to master the reasoning based upon and the application of these principles.

The relative importance of theorems is shown by differences in type. Thus, theorems of the greatest value and importance are printed in bold-face type, and those whose importance is considerable, are printed in large type. In the solid geometry, the "phantom" halftone engravings should do much in helping students to feel these figures have three dimensions.

Composition and Rhetoric.

By Erle E. Clippinger, Indiana State Normal School. 371 pages. Price, \$1.00. Silver, Burdett & Company, New York, Chicago.

Reading that the material of "Composition and Rhetoric" has been gradually gathered, that it has been tested by repeated use in normal school and high school classes, leaves a favorable impression. Good work may be done quickly, but not in haste.

The definitions are terse, the theme assignments have variety, the few outlines should be helpful, the style does not injure the subject. Much depends, as with every textbook, upon the teacher. Conwentz writes, "After all, the textbook is as good or as bad as it is allowed to be."

Actual Government in Illinois.

By Mary Louise Childs. 12mo, 224 pages. Price, 50 cents, postpaid. The Century Company, New York, N. Y.

Pupils and teachers in the great state of Illinois will be directly helped by this book. Still, teachers of civics in any state in the Union can get many a good point and give it a local application. In the foreword are suggestions for home work by a "camera squad"; newspaper clippings, properly marked; copies of local budgets, ordinances, legal papers; visits to courts and public buildings. Many of the "pertinent" questions found at the end of the chapters will prove thought-provoking in many schools outside of Illinois.

Course in Isaac Pitman Shorthand.

By Isaac Pitman. 241 pages. Price, \$1.50. Isaac Pitman & Sons, New York.

The "Centenary Edition" of a widely used and deservedly popular textbook of phonography. The book differs from its predecessors only in a very few respects. These are chiefly directed toward a clearer restatement of certain principles and rules, a simplification of the signs for diphthongs and compound consonants and a reduction of the number of arbitrary word signs. All of the changes are based upon a study of the use of the book in the classroom by a large number of teachers.

Constructive English Grammar.

By Mathilde Edith Holtz. 280 pages. Augsburg Publishing House, Minneapolis, Minn.

Clearness and conciseness mark every sentence, every paragraph. Sentences for study are unusually numerous; constructive exercises call for well-defined work. Indeed, there is no vagueness about requirements. Of many good questions, one asks for the special relation or meaning of prepositions. This class of words is too often treated merely as meaningless connectives. So far as noticed, no mention has been made of the adverbial objective; as, "The meat weighed two pounds," or of an infinitive with a subject in the objective case; as, "I ordered him to be off." In so systematic a book these omissions seem slightly singular.

It is cheering to examine a textbook in grammar that is not weakened by outside matter.

Cooper's The Spy.

Edited by Lindsay Todd Damon. 458 pages. List price, \$0.40. Scott, Foresman & Co., New York, Chicago.

The present volume, published in 1821, represents the second attempt of Cooper as a writer of fiction. The first volume from his pen, issued the previous year, attracted no great attention and gave rise to considerable criticism because of its English setting. "The Spy" was begun as an attempt to produce something of a patriotic character which would win the approval of American readers of fiction.

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Krapp's In Oldest England, 60c—6th and 7th grades.

Tucker and Ryan's Historical Plays, 65c—5th grade.

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lution. Both as a patriotic text and a work of literature, it is splendidly adapted for the upper grades and the high school.

The teaching apparatus includes an introduction, chronology, bibliography and several pages of explanatory notes.

The Elementary Principles of General Biology.
By James Francis Abbott. 329 pages. Price, \$1.50. The Macmillan Co., New York, N. Y.

A very interesting and clear book—one of the best—illustrative material is taken indiscriminately from plant and animal life; this is a valuable feature. In debatable matters, we noticed one gross violation of fairness in argument: The materialistic or mechanical life-theory is given on page 194 with favorable comment; while on the other hand, the *vitalistic* theory is presented with scornful sneers in such a way as to give strong bias to the student's mind. So unfair is this, that Professor Abbott himself was ashamed and put into a footnote, on page 196, what amounts to an apology. Now, vitalism is held by a great many foremost biologists, who are more eminent than Professor Abbott; hence it is not only the "untrained mind which reads purpose into the activities of nature," as he falsely insinuates on page 194—but minds highly trained in every line. As a scientist, the author should not yield to prejudice, but keep his mind free. Excepting this, we have nothing but praise for his book.

The See and Say Series: Book Two.

By Sarah Louise Arnold, Elizabeth C. Bonney and E. F. Southworth. 149 pages. Price, 35 cents. Ginn & Co., Boston.

The main principle of this book is that mastery of phonograms gives a mastery of all words containing those phonograms. An acquaintance with diacritical marks is not discouraged by these authors who make large claims for their methods. May they see them realized.

Selected English Letters.

Edited by Claude M. Fuess. 115 pages. Cloth, 25 cents, net. Houghton Mifflin Co., Boston.

Letters of friendship express the moods and personality of the author. These representative letters by many writers are arranged in order of time, are usually complete, are always interesting and are written by men and women of note

in literature. Differences in style show the evolution of letter-writing as a fine art.

Readers will receive genuine pleasure from this collection made by an instructor in old and famous Phillips Academy, Andover.

Familiar Operatic Classics.

By Ralph L. Baldwin and E. W. Newton. 32 pages. Price 10 cents. Ginn & Co., Boston.

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A History of Education.

By Frank Pierrepont Graves. 410 pages. Price, \$1.00. The Macmillan Company, New York, N. Y.

The announcement of this book is all that is necessary. The two preceding volumes brought the topic down to the eighteenth century—and the present volume—"in modern times"—completes a very scholarly, readable and useful work. Supplementary readings are given, and there are marginal summaries of the paragraphs, and a sufficient index.

Macaulay's Essays on Oliver Goldsmith, Frederick the Great and Madame D'Arblay.

By Alphonso G. Newcomer. 262 pages. Price, \$0.30. Scott, Foresman & Co., Chicago.

Even tho Macaulay is frequently accused of sacrificing truth to style, yet he is always worth reading. This work contains three essays with notes, glossary, chronology and bibliography.

Boswell's Life of Johnson.

Introduction and notes by Mary H. Watson.

382 pages. Price, \$0.25. The Macmillan Co., New York, Chicago.

For the literary student, the abridgment of Boswell's Life of Samuel Johnson will be of service. The "greatest biography ever penned" is too cumbersome for the ordinary student. Much of the "talk" remains intact in this volume. It is well, even in our day, to come in contact with Dr. Johnson's mind and in this work Boswell, to some extent, comes into his own—for he was a genius, even if of a peculiar mind.

Pitman's Shorthand Writing Exercises and Examination Tests.

(Centenary edition.) 220 pages. Price, 60 cents. Isaac Pitman & Sons, London, New York.

Thoroughness and completeness have been distinguishing features of all Pitman publications since the foundation of the house. The present centenary edition of exercises is no exception to the long list of books which have grown up around the "Instructor" containing the principles of the system.

Thirteenth Yearbook.

National Society for the Study of Education. Paper, 122 pages. Price, .75 cents, net. University of Chicago Press, Chicago, Ill.

The present yearbook of the society discusses three problems in high-school instruction and administration: 1. The adaptation of instruction in mathematics to the needs, capacities and interests of students, by Supt. Henry C. Morrison. 2. Supervised study as a means of providing supplementary individual instruction, by Prof. E. R. Breslich. 3. North Central high schools, by Prof. W. A. Jessup. The last mentioned study covers the enrollment, teaching corps, supervision, salaries, etc., of the high schools in the North Central Conference.

University Subjects.

By John Henry Newman. Edited by Ada F. F. Snell. 105 pages. Price, 35 cents. Houghton Mifflin Co., Boston.

To some, Cardinal Newman is a leader in the great Oxford Movement of 1833. To others, he is the author of the beautiful hymn, "Lead Kindly Light." To the readers of "University Subjects," he will become a fine example of a scholar having noble ideals, rare sympathy, exquisitely polished diction.

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THE AMERICAN PRIMER.

In a monograph on the folly of "state publication of textbooks," Mr. W. E. Pulsifer, president of D. C. Heath & Company, describes the "American Primer," its importance to the child, the teacher and the school. What he says is worthy of careful consideration on the part of every schoolman:

Just what do the words, "A Primer for Beginners in Reading," mean to the average primary teacher in the United States, and by what standard does she appraise these books before approving or condemning? Does "Primer" to her mean merely a sufficient amount of desultory printed matter in words of one or two syllables, scantily illustrated, which is to be administered in the allotted daily dribble thruout the first term of the child's first school year? Let us see.

The average primary teacher in the United States realizes clearly that the first six months at school determine, largely, the child's attitude toward school and school work thruout the remainder of his school life. She realizes, too, how much the healthy normal child is obliged to leave behind when he enters the school door. For his endless free activity, he is given the cramped immobility of an orderly position at the school desk; for all outdoors, the four walls of the schoolroom; for his incessant chatter and unrestrained soliloquy and dialog, the enforced silence or stilted speech of the classroom; for his busy fingers, the cramped clutch of pencil or pen; for the many interesting sights and sounds which fill the young child's eyes and ears from morn till night, the teacher's face, the blackboard and the pages of one book—his *Primer*! The American primary teacher, therefore, is in

no doubt as to the peculiar significance of this particular book, which is, indeed, next to herself, the most vitally important factor in the entire outfit of the beginner's class. She knows that this is the thing which, more than any other, will help reconcile the child to his new surroundings; that the Primer is the one, obvious, concrete thing she has to offer him for all he leaves at the door; and, moreover, that it is the golden master key which, later, will unlock other doors to new games, new sights and sounds, new companions and new speech.

Because of these facts, the Primary teacher in the United States has, little by little, established for the author and publisher of Primers, certain requirements in the makeup and content of these books, which neither of them can afford to disregard. These fundamental requirements are:

(1.) A binding so stamped and of such a coloring that it will appeal at once to the child, reminding him of his treasured gift books at home.

(2.) A Primer must be attractively illustrated, and partly, or wholly, in colors. The drawings must be of that open line character which appeals more directly to the young child's mind than drawings showing only masses of light and shade. These illustrations, moreover, must be such that the child will find in them the playmates and pets he has left at home, and a continuance graphic at least—of the activities to which he was accustomed before entering school. These drawings must, at the same time, avoid the introduction of elements which might leave unpleasant or harmful impressions in the child's mind. The drawings must illustrate the text and also be homogeneous thruout; that is, if the

same children or pets appear and reappear thruout the text, they must appear and reappear thruout the drawings, no matter how they may vary in dress or action.

(3.) A Primer must be printed on high-grade paper which will permit of a clear printing impression from both the text and illustration plates.

(4.) A Primer requires special typography. This implies hand-set type, the size of which should be exactly that which the pedagogical and medical experts have established as proper for the 6-year-old child. The type-line should not exceed a certain specified length, nor should the space between lines be less than a specified minimum. The type, also, should be varied at different points thruout, to better emphasize certain aspects of the text. In short, the typography of an American Primer must not only be easily legible, but such that will arouse the interest and pique the curiosity of the child.

These requirements make a Primer at once the most difficult and expensive of books to make, since they imply special modifications—all along the line—in the customary rules of bookmaking. In the first place, good authors are scarce, as to write such a book implies a rare knowledge of childhood and child psychology, and long experience in the teaching of beginners. "Many are indeed called, but few are chosen," and these few are invariably women. No man has yet written a successful Primer, and there is as much likelihood of his doing so as of an elephant hovering a brood of chickens. This is almost equally true of the illustration of a Primer, one or two men, only, have succeeded, and, be it noted, even they but partially. The

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editing of such a Primer is also extremely difficult, for it implies a knowledge of the subject almost, if not quite, equal to the author's, and little short of positive genius in that checking up and combining the work of author, artist and compositor so necessary in securing the well-balanced page. It should be noted that not the least of the editor's difficulties is the securing of the special type required, since but comparatively few printing establishments, even among the most important, are fully equipped for this kind of work. Indeed, so thoroly are the difficulties of setting up and printing a Primer understood, that many printers absolutely refuse to undertake work calling for a costly equipment of type which is practically useless in the typesetting of other books.

It is very clear, therefore, that the making of a satisfactory Reading Primer is, in the United States at least, a most highly specialized piece of work, and that it is recognized as such by all the experts concerned in its publication or use. It is equally clear on the same expert opinion that it would be practically impossible to make a satisfactory Primer, in the American interpretation of these words, under the regime of State Publication of Textbooks—except at a cost to the taxpayer largely in excess of what he now incurs under the present open market system.

Oklahoma Adoptions.

The controversy over the Oklahoma adoptions of 1912, which extended over a period of more than nineteen months, and which was fought out twice in the Supreme Court of the state was finally settled on March 28 by the United States Supreme Court when Justice Lamar denied the application of W. H. Wheeler & Company for a writ of error. The contention of the state authorities that the adoption of 1912 was invalid was thus fully sustained, the federal court refusing to hear the case on the ground that no interstate questions were involved.

The termination of the litigation was immediately followed by a meeting of the state board of education at which a complete new series of books were adopted.

The new list of books which will be placed in

the schools beginning with the opening of the schools in September, includes the following books:

Common School List.

Agriculture—Burkett, Stevens & Hill's Beginners (Ginn); Warren's Elements (Macmillan).

Mathematics—Primary Number Book (Lyons & Carnahan); Hamilton's Arithmetics, two books (American); Colaw & Ellwood's Advanced Arithmetic (B. F. Johnson).

Civics—Reinsch's Civil Government with Roberts's Oklahoma History and Civics (Sanborn).

Drawing—Applied Arts Drawing Books (Atkinson-Mentzer).

Dictionaries—Webster's school series (American); Webster's Collegiate and International (Merriam).

Geography—Frye's series (Ginn).

English—Winterburn's Graded Lessons in Language (Warden Co., Oklahoma City); Essential Studies in English (Row-Peterson).

History—Beginner's History of Our Country (Southern Publishing Co.); Evans's Essential Facts of American History (Sanborn).

Music—Eleanor Smith's Course (American); Aiken's Course for Country Schools (American).

Physiology—Ritchie-Caldwell's series (World).

Readers—Heath's first and second (Heath); Graded Literature, Books, three, four and five (Merrill); Curry's Literary Reader (Rand-McNally). Supplementary—Haliburton's Playmates (Johnson); Carneffix Primer (Johnson); Holton's Primer (Rand-McNally); Heath Primer (Heath); Child Classics (Bobbs-Merrill); Elson's readers (Scott-Foresman).

Spellers—Payne's (Johnson).

Writing—Palmer's Method (A. N. Palmer); New Era (Eaton).

High School List.

Mathematics—Colaw & Ellwood's Arithmetic (Johnson); Young & Jackson's Algebra (Appleton); Wentworth & Smith Geometry (Ginn).

English—Hitchcock's Composition (Holt); Pancoast's Literature (Holt); Abernethy's American Literature (Merrill).

Science—Gilbert & Brigham's Physical Geo-

graphy (Appleton); Hoadley's Physics (American).

History—Myers's series, ancient, medieval and modern (Ginn).

Latin—Beginner's Latin (Appleton); Pearson's Prose Composition (American); Walker's Cæsar (Scott-Foresman); D'Ooge's Cicero (Sanborn).

Maps and Charts—Universal series, Columbia series, Globe series (Rand-McNally); Foster's Historical Maps, Kiepert's Classical Maps (Rand-McNally); Primary Reading Chart and miscellaneous charts (Jasper Sipes Co.).

Portland Adoptions.

After an extended investigation of books offered for use in the schools, the Portland, Ore., board of education has adopted the following list of textbooks:

Sloan's Primary Readers, two books (Macmillan); Story-Hour Primer, two books (Am. Book Co.); Riverside Third, Fourth and Fifth Readers (Houghton Mifflin); Elson Grammar School Reader, Books I. to V. (Scott, Foresman); Wuest system of drawing; Akin's Word Mastery (Houghton); Reinsch's Civil Government (Sanborn); Aldine's First Language Book (Newson); Webster-Cooley Course in English, two books (Houghton); Rigler's Numbers Step-by-Step (Barnes); Watson & White's Complete Arithmetic (Heath); Gulick's Hygiene Series, two books (Ginn); Fairbank's Home Geography (Educational Pub. Co.); Tarr & McMurry's World Geography (Macmillan); Mace's School History of the United States (Rand-McNally).

It may be of interest to know that of the 25 books adopted, thirteen were recommended by a referendum of the teachers and twelve were recommended only by the superintendent.

Patrons' Week Successful.

A successful "patrons' week" was conducted in 1913 in the public schools of Newark, O. No special programs were arranged for the week, but a notice was sent to the parents, asking their attendance at the regular exercises of the schools. Thousands of parents availed themselves of the opportunity and the interest shown was considered remarkable by the school authorities.

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Other strong texts published recently by this house include Reed and Henderson's High School Physics, First Course in Algebra by Williams and Kempthorne, and Farm Management, by Andrew Boss.

The following Atlas Classics (pocket editions) are now ready: Macbeth, Burke's Conciliation, and Idylls of the King. All are edited for high school use.

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SILVER, BURDETT & COMPANY ELECTS OFFICERS.

Silver, Burdett & Company, at its recent annual meeting, elected Mr. Haviland Stevenson as president of the firm and Mr. J. Winn Brown as vice-president. The former directors of the house were all re-elected.

Mr. Stevenson is one of the younger bookmen who are rapidly attaining leadership in the educational field. He is a native of South Carolina and was educated at Washington and Lee University. Upon graduation he was admitted to the bar in his native state and practiced several years in his native city and later in Washington, D. C. He served for some time as a special attorney for the Interstate Commerce Commission and later for the Treasury Department and the Department of Justice in the trial of immigration cases.

While Mr. Stevenson was at all times highly interested in educational matters it was not until 1899 that he became a representative of Silver, Burdett & Company. His work was so

successful that he was made General Agent of the firm in 1904, with special charge of agency work in the New York office. During this period of his connection with the firm he made a remarkable record in directing large campaigns for city and state adoptions. In 1911 he was advanced to the vice-presidency of the firm and last month was chosen president. Mr. Stevenson is a member of the St. Botolph Club of Boston and of the National Arts Club of New York City.

Mr. Stevenson is one of a growing number of a younger generation of educational publishers who are doing much to reform business methods in the publishing field and to root out the abuses which arose during the last quarter of the last century because of the political constitution of school boards and because of the unsettled situation of professional school workers. Mr. Stevenson has held strictly to the highest ideals of marketing school books and is a thoro believer in the idea that the only success a book house can rely upon is in the character of the works which it sells and fair dealing with all its patrons.

Mr. J. Winn Brown who has been chosen vice-president of Silver, Burdett & Company belongs to a type of important educational publishers of whom little is known by the average schoolman who comes in contact with the field agents only.

Mr. Brown became an employe of Silver, Burdett & Company in the year 1894 and has during the twenty years of his association been in charge of the manufacturing department. Mr. Brown is a member of an old New England family, a native of Massachusetts and a life long resident of Boston. He was educated at Brown University and at the Massachusetts Institute of Technology. He was made a director of the firm in 1907 and has just become its vice-president. He is a member of the Technology and City Clubs of Boston.

Mr. Brown is one of those quiet persons in publishing circles who has done much to raise the standard of book manufacturing and to maintain unchanged prices in spite of a constantly rising market for all forms of material and labor which enter into the manufacture of school books.

ADVANTAGES OF SCHOOL CONSOLIDATION.

(Concluded from Page 32)

the township. The community is drawn together.

12. The farm again becomes the ideal place in which to bring up children, enabling them to secure the advantages of centers of population and to spend their evenings and holiday time in contact with nature and plenty of work instead of loafing about town.

13. Parents, who are observant, say that the cost of shoes worn out in walking to the separate schools and the cost of medicine and doctors' bills more than pay for the transportation.

14. All children of the township have the same chance for higher educational advantages which, under the present system, only five or ten persons get by leaving home and going to the city.



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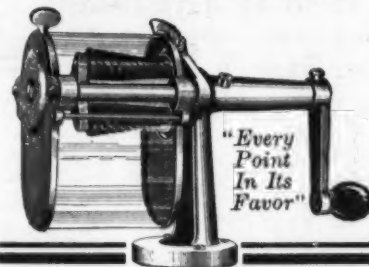
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NEW SCHOOL BUILDING AT DILLON, MONTANA.

(Concluded from Page 22)

Liberal provision has been made for the special subjects. For the physical training there is a gymnasium 30 feet by 60 feet, with a director's office, shower baths and dressing rooms with steel lockers for boys and girls. The gymnasium has a balcony for spectators. For manual training there is a room with twenty students' benches, lockers, store room and office for the director. The Home Economics department has a kitchen with store room and pantry and a dining room. Students' lockers are provided and built-in cupboards; bins, china closet and other conveniences are important features. The cooking is done with an electric range and twenty electric "hot plates." In addition a coal range is provided for practical experience in cooking. The music instructor has an office with built-in cabinet for music, phonograph records and the like. The auditorium is an important feature of the building. It is in the center of the building, on the ground floor, easy of access from every part of the building as well as from outside. It is well lighted by sky lights and has ample forced ventilation. The sloping floor accommodates 400 opera chairs. The large stage has footlights, border lights and dressing rooms. Provision is made in roof framing for the suspension of a balcony if needed in the future expansion of the school. The auditorium will be used in daily work and in school entertainments and is to be open to public use also. Provision is made for departmental work in the eighth grade, for which there is a study room with recitation rooms adjoining. An ungraded room, seated with movable desk chairs, is an-

other special feature of the building. Each schoolroom has a built-in cupboard and locker for the teacher's use. There is a rest room for teachers on the second floor, which is very appropriately furnished.

The building has ten schoolrooms. One of these, the study room for the eighth grade, being of triple size, makes altogether an equivalent of twelve schoolrooms in the building. A four-room, older building is joined to the new building, thus affording altogether sixteen rooms for school work. The training school is for the elementary grades only. The schoolrooms are 23 feet by 29 feet in size and are seated to accommodate from 32 to 36 pupils each.

The cloakrooms have direct ventilation. The coat hooks in these rooms are arranged in triple rows, the upper ones on bracketed projections standing out beyond the lower. The hooks are spaced on the three rows in checkerboard fashion so that wraps will not touch.

Much emphasis has been placed on proper conveniences and facilities for the normal training work. There are six supervisors' offices, each furnished with proper equipment. Special cloakrooms are provided for the students in training. The schoolrooms are all directly connected with classrooms. This makes it possible for the critic in charge to have supervision over the work of two student teachers at the same time if necessary and simplifies the problems of discipline. The classrooms also open into the corridors direct, so that they be entered without disturbing the schoolrooms. The classrooms are situated between the schoolrooms so that they may be used with equal convenience by the school at either side.

The building was planned and its construction supervised by the Fred F. Willson Co. (Fred F. Willson and P. P. Vreeland), architects, of Bozeman, Montana. The contractor was Wm. G. Reed, of Dillon. Work was begun August 1st and the building completed for occupancy February 15th. The chairman of the board of school trustees, Leonard Eliel, gave much valuable time and attention to the work.

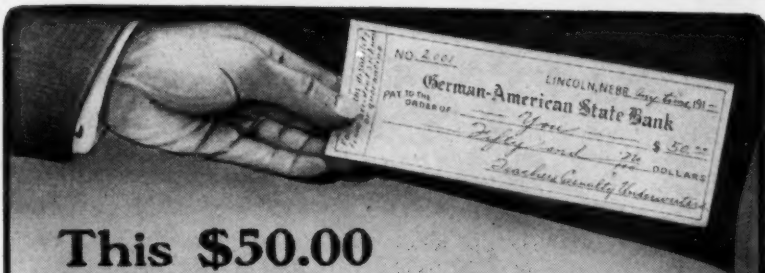
A METHOD OF MEASURING HANDWRITING.

(Concluded from Page 19)

a pupil's writing as it is to find the temperature of the schoolroom.

A stop-watch is preferable but not absolutely necessary. Besides a timepiece of some kind, a graph sheet is the only other thing needed. When the pupils of any room have been tested and the graph sheet has been filled out, including the drawing of the average graph line, the teacher has all of the information in regard to writing and it is in such a form that it can be put to a practical use. She will at once see that some pupils are sacrificing form and beauty to speed. They should be told to write slower. Some will be sacrificing speed to form and beauty. They need to be told to speed up. It does not do to tell a whole class to do either one or the other. The use of this method of measuring writing will enable teachers to do the necessary individual work.

With most writing tests, the seventh grade usually registers the highest. However, it cannot be held from any practical standpoint that seventh-grade pupils are more efficient in penmanship than eighth grade and high-school pupils. With this method this is not the case.



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you can provide for your care at the small cost of 4½ cents a day, less than a plain soda water. (\$2.00 enrollment fee and three \$5.00 payments due in February, May and November of each year.)

The following words of approval appeared in the November "Sierra Educational News," published in SAN FRANCISCO.

"The work of the Teachers' Casualty Underwriters is drawing the attention of school people the country over. The home office is at Lincoln, Neb. The organization has the support not only of educational leaders, but of strong business concerns. Teachers will do well to look into this matter."



"School Journal," NEW YORK CITY, writes:

"We have seen many instances of the financial troubles of teachers and their families, due to illness, to accident, to quarantine. For this reason, we welcome the advent of a company whose sole business will be to care for teachers in such circumstances. We have made personal inquiries in Lincoln as to the financial responsibility of the backers of this enterprise and are well assured that its policies are sound. It is a matter of good sense to protect one's self and family against the evil days that so often come."

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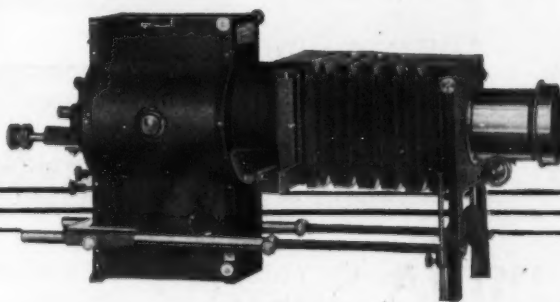
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The following specimens represent the average grade scores:

ent school buildings. These four men control three-fourths of all the schools in the city, which

A permanent organization of the National Conference of State Supervisors and Inspectors of

*They fought the dogs,
And killed the cat, And
Bit the babies in the*

SPECIMEN 1.

*give strength, give thought,
give ideas, give help
give love, give care*

SPECIMEN 2.

*Because her mother was not
very strong the princess was sent,
soon after her birth, to be brought
up by country people in a large*

SPECIMEN 3.

*He had. Where is he?
He was loaded with wheat on one side
Iron*

SPECIMEN 4.

*will you my man said
he patting me on the
head get me a little hot*

SPECIMEN 5.

*We could scarcely believe
the evidence of our senses. Surely
that handful of men is not going
to charge an army*

SPECIMEN 6.

*Finally, a few islands
of which Iceland was the
largest
The Atlantic was popular*

SPECIMEN 7.

*went up and down the mountains for hundred
of miles connecting the gold fields of
California with the pass*

SPECIMEN 8.

Specimens of Handwriting Described by Ernest C. Withers.

Cranston, R. I. During the past school term an advisory cabinet has been put into operation consisting of four male principals of the differ-

are located in the most populous districts, and act in an advisory capacity to the superintendent of the school system.

Rural Schools was effected last month at Louisville, Ky. J. H. Binford, of Richmond, Va., is the first president of the conference.

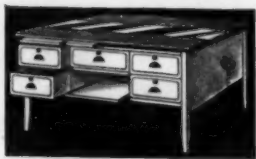
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Adjustable Frame Manual
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Steel Desks for the
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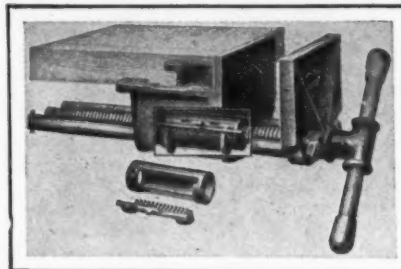
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AND EVERY SCHOOL
PURPOSE.

Richards-Wilcox
MANUFACTURING CO.
AURORA, ILL. U.S.A.

SCHOOL SURVEYS AND SCHOOL INQUIRIES.

(Concluded from Page 11)

the schools and the extension of their activities. Modern schools at their best—good buildings and equipment, an abundance of books and supplies, good teachers, small classes, special activities—require far more money for their support than was formerly necessary. Any inquiry instigated for the purpose of reducing expenses, or which results in lessened appropriations, may do far more harm than good.

And, again, the inquiry should lead the public—fathers and mothers, taxpayers and voters—to have a more adequate appreciation of and a greater confidence in the schools and the education offered to our young people.

It is an easy matter to exploit in glaring head-lines in the daily press all the imperfections noticed, and thus to give to the public a wrong impression of the real work and worth of the schools—an outcome that it may take years to efface. The man who unnecessarily weakens public confidence in the schools is a public enemy, and should be so regarded.

The mistakes made in some of the recent inquiries should never be repeated. It is often said that we learn to do by doing. Work of this kind is too important, too vital, too sacred to be intrusted to mere theorists, to men of large ability, possibly, but who lack other necessary qualifications. The men who are eager for the job, either for the salary or the experience, who are adept in writing reports and making public addresses, may be the very ones to pass by in the selection of investigators.

Some of the recent surveys have been made by able, conscientious and painstaking men, who did everything possible to improve school conditions. Their investigators were thoro and

impartial. Their reports have been the most valuable contributions made to the pedagogical literature of the day. May the number of these men and of their reports increase!

THOMAS STREET SCHOOL

(Concluded from Page 23)

shadows from these lights is little noticed as the light in the room is nearly uniform.

Automatic clocks are provided for all of the rooms, with the master clock in the office of the principal. All of the walls and ceilings throughout the building are tastefully decorated with oil paints, flat finish. The rooms with northern exposure are of light buff, the rooms with southern exposure are of gray green, the lower portion of the walls is of a darker tint and the ceilings very light.

The following statement shows the complete cost of the building, except the Architect's fees:

General contract	\$39,089.55
Heating, ventilating and Plumbing ..	12,266.70
Electrical work	648.34
Lighting fixtures	661.00
Heat regulation	1,330.00
Clocks	600.00
Shades	159.00
Decorating of walls	954.26
Walks	305.24
Vacuum cleaner	516.00

Total

The architect was Mr. F. W. Kirkland, of Rome, N. Y.

TORT RESPONSIBILITY OF SCHOOLS AND SCHOOL OFFICIALS.

(Continued from Page 10)

tween the corporation and the teacher employed by it is that of master and servant and involves the ordinary consequences with respect to liability for the acts of a servant.

Under the American doctrine the teacher in this case would doubtless be liable for her negligence, but the school board would escape liability, for the cases are unanimous that in the absence of statute, the rule of respondeat superior does not apply. It may be noted in passing that the Supreme Court of Washington (92 Pac. 770), has reached a conclusion similar to the English one, where a pupil in the exercise of due care was scalded by the upsetting of a bucket of water negligently left by the school employees on a furnace register. But this decision was expressly based upon a statute which in effect provided that an action might be maintained against a school district for any injury to the rights of the plaintiff arising from some act or omission of the district.

II.—The Tort Responsibility of School Officials—General Doctrine.

In an early New York case (1881, 39 Am. Rep. 649) it appears that the plaintiff, a scholar in a public school in New York City, was injured by falling into an excavation carelessly left open in the school yard by workmen in repairing the school building. The repairs had been ordered by the school trustees of the ward, who acted gratuitously, and were under the direction of the superintendent of school buildings. Failing to secure a judgment against the Board of Education of New York City, the injured scholar sought to impress a personal liability upon the trustees; but the court refused to recognize their responsibility.

Said Judge Andrews: "The trustees in directing the repairs to be made were acting within the scope of their authority. The employment of workmen for this purpose was necessary, and if they employed competent men, and exercised reasonable supervision over the work, their whole duty as public officers was discharged. They

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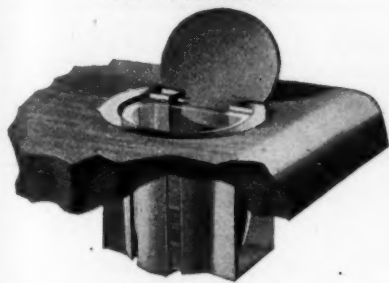
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Our No. 2 sliding lid inkwell has a wide flange and will cover up or fit any hole from $\frac{1}{4}$ to $2\frac{1}{4}$ inches in diameter. It was designed especially to refit old desks. This inkwell extends less than $\frac{1}{4}$ of an inch above the surface of the desk, is nearly as good in this respect as a flush inkwell. The glass sets inside the iron holder.

See last month's Journal for other styles. Write for illustrated circular and prices.

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Pat. Jan. 19, '06



Pat. Nov. 14, '11

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were acting as gratuitous agents of the public, and it could not be expected that they should be personally present at all times during the progress of the work to supervise the conduct of the workmen." It is a fair deduction from this case that if the trustees had acted beyond the scope of their authority, had failed to use reasonable care to employ competent workmen, or had been negligent in the discharge of other duties and as a proximate result injury had been inflicted upon any one, they would have been personally liable. The Minnesota court has said that trustees would be liable in ejectment or trespass for injuries to property in the conduct of their official business (49 Minn. 106); and the Arkansas court has decided that for trespasses committed by school officers they are personally liable and not the district (38 Ark. 454).

The Trustee as Agent.

In another New York case (12 Hun. 209) a recovery was allowed against the members of a board of education individually for injuries sustained by a teacher who fell thru a defective floor; but the court of appeals reversed this decision, Judge Folger saying: "It is true that if anyone of the defendants had done a wrongful act willfully or negligently upon the premises of the district, from which injury came to teacher or scholar he would ordinarily be liable; but not because he was a trustee, but because he was the person doing the act. So it may be that if one of them had been duly charged by the corporate body as its agent or servant, distinct from his relation as a corporator, with duty and responsibility, the neglect of which brought damage to another, he would be liable as a private person therefor."

Apparently in this case the board had an arrangement with one of the trustees that when

any small repairs were needed he was to make them. But it appears that the attention of the court and jury were not called to the particular state of facts necessary to make him liable. "It is in evidence," said the court, "that when any repairs were needed the board had an arrangement with him to go on and make them. It is not distinct here whether each occasion for supplies and repairs was brought first before the board, and its order first had, before he was to provide them, or whether there was a prior agreement, general in its bearing, by which he was to see to it of his own motion that the building was kept repaired and supplied in these small matters. In the one case he would not be liable for neglect to repair, until moved thereto by the order of the board; in the other he possibly might be."

Personal Responsibility Respecting School Funds.

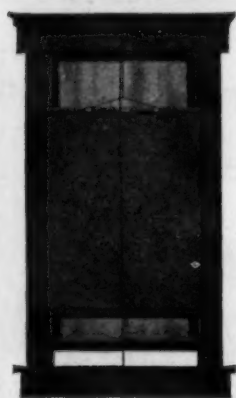
A commissioner who collects school money cannot avoid personal responsibility therefor by claiming that the funds do not belong to his office (22 Ark. 445). If a township trustee, relying entirely upon the judgment of the board of directors, and against his own judgment, loans school funds on insufficient security, whereby a loss occurs, his official bond is liable therefor (34 Ill. App. 620). If school directors handling school funds place them in the hands of anyone other than the proper custodian, they do so at their own risk (82 Ill. 132). A township collector who pays school money to any person other than the one legally entitled to receive it, will be personally liable to nominal damages, although the district loses nothing (84 Ill. 539). If a school treasurer releases a mortgage securing a debt due the school fund of his township, he is liable upon his official bond for any result-

ing loss (78 Ill. 22). A note promising as trustees of a district, but signed individually, does not render the makers individually liable; but where they promise as individuals and sign officially, they are personally responsible on their promise (6 Minn. 412; 13 Minn. 406). School officials who vote for a misapplication of the public funds in payment of a teacher are personally liable to the township (36 Pa. St. 431). Moreover, if the treasurer of a school district has money belonging to it devoted to the payment of salaries and refuses to pay it over upon a proper order, he becomes personally liable to the teacher demanding it (18 Wis. 627).

Liability for Slander and Libel.

The frequency of suits against school officers for alleged slander and libel justifies a consideration of the law upon this subject. The report of the principal of a school to the city superintendent respecting the competency of a teacher is conditionally privileged, and in the absence of express malice is not actionable however false and unfavorable it may be (95 N. Y. Supp. 151). So reports concerning the teacher made by the superintendent to the board of school visitors are likewise privileged, and he is protected if he honestly believed the statements to be true, and he need not have "good reason" or "reasonable grounds" for believing them (70 Atl. 1635). Likewise a communication by a trustee to the school board in respect to the character of an applicant for a position as teacher is conditionally privileged (51 N. E. 497).

The reports of superintendents and other officers to school authorities are conditionally privileged, if the report is in the line of the officer's duty; but if it is outside of the officer's line of duty there is no privilege. This distinction is



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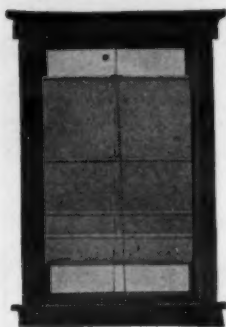
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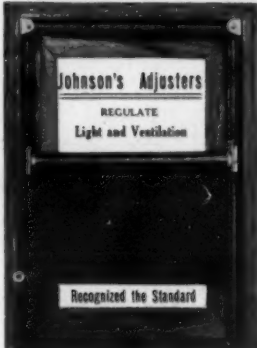
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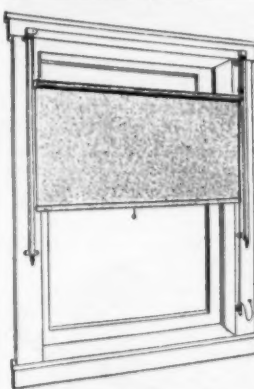


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important, for if the alleged defamatory report is not conditionally privileged the plaintiff is entitled to recover if the report is false; while if it is conditionally privileged, the plaintiff cannot recover unless the report affecting him is both false and malicious (Note 30 L. R. A., N. S. 200).

Responsibility of the Teacher.

The teacher's legal duty is to enforce reasonable rules in a reasonable manner only. His enforcement of an unreasonable rule, or of a reasonable rule, in an unreasonable manner, will render him amenable to the injured pupil (32 Am. Rep. 128; 60 Am. Rep. 709). Whether the rule is reasonable is decided by the court; whether its enforcement has been reasonable is generally a matter for the jury. In each case the presumption is in favor of the teacher.

If a pupil is expelled in the enforcement of an unreasonable rule it is an illegal expulsion, and the law is "where a pupil is illegally expelled, both the teacher who expelled him and the members of the board who wrongfully advised it are liable to such pupil for damages" (35 Cyc. 1143). Likewise directors or teachers who expel a pupil because of malice or other improper motive are personally liable. It is commonly said that the wrongfully expelled pupil only has an action, but it is submitted that the parent also has an action to recover the additional expense incurred in sending the child away to school (13 L. R. A., N. S. 357; 20 Ibid 205).

If a pupil is chastised in the enforcement of an unreasonable regulation, the teacher inflicting the punishment is guilty of an assault and

battery and is responsible therefor both criminally and civilly (18 N. E. 266; 17 Am. Rep. 471). Altho the rule violated is reasonable, the teacher must not inflict punishment endangering the life, limbs, or health of the child, or disfiguring the child, or causing lasting injury to the child. Moreover, the punishment must never be prompted by malice, revenge or other improper motive (24 Am. Rep. 769).

It is possible for the detention of a student after school hours to be unlawful, either because the confinement is unreasonably prolonged or because it is for the infraction of an unreasonable rule. It logically follows that such detention constitutes in reality the tort of false imprisonment, altho the question has not been decided by the courts. In conclusion it remains to be said that the teacher, as well as any other person upon the school yard, as the proximate result of his negligent act or omission, will be personally liable to a student injured thereby.

Responsibility of Other Officials.

If a servant is employed to construct or repair schoolhouses and thru his negligence pupils are injured, the servant will be personally responsible, tho the city or school district employing him is exempt from liability (12 L. R. A. 161). So if a truant officer wrongfully pursues a student causing him to be run over by a train he is personally liable. Likewise a person is personally liable who negligently injures a pupil while employed by the district to furnish free transportation of students to the school (57 Atl. 332). The janitor, too, is liable to any pupil whom he injures because of failure to use proper care in his work. Liability in the above cases

is independent of the mental state of the defendant; it is based merely on ordinary negligence—the absence of due care resulting in injury.

Resume of Personal Responsibility.

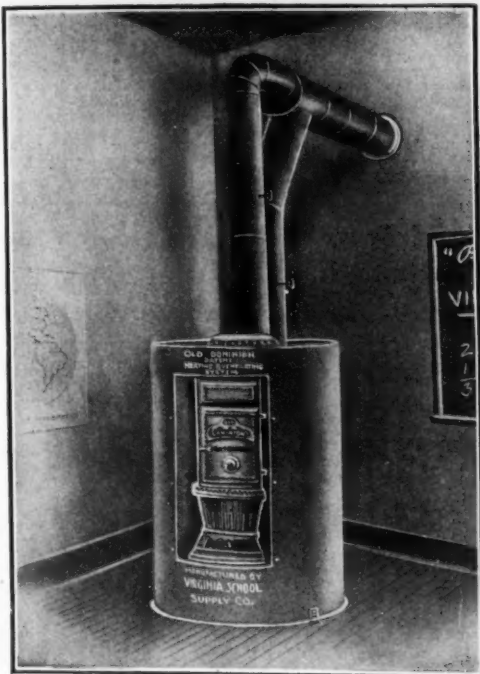
In 35 Cyc. 908 the personal liability of school officials is thus epitomized: "The duties of members of district boards are derived exclusively from statute, and are generally specifically defined, and if they exercise powers and functions not conferred upon them they are responsible for all losses that may ensue, and they are of course liable for tort in like manner as other persons; and furthermore statutes exist in some of the states penalizing the performance of prescribed acts, such as becoming interested in the furnishing of school supplies, or loaning the public money, and penalizing also the non-performance of prescribed duties, such as the duty to provide adequate school facilities and accommodation, or the duty to prevent the loss of school money apportioned to the district. But where he acts within the scope of his authority a school officer is not personally liable for a mistake of judgment in the government of a school; and generally a school officer, acting within the scope of his authority, is not responsible in case of an injury, unless it results from a corrupt motive."

EFFICIENT ADMINISTRATION IN SMALL CITY SCHOOLS.

(Continued on Page 78)

It is doubtful whether this conclusion is the correct one, but nevertheless every superintendent knows that length of service alone does not increase efficiency of teachers, so should not premiums in salary schedules be offered for ad-

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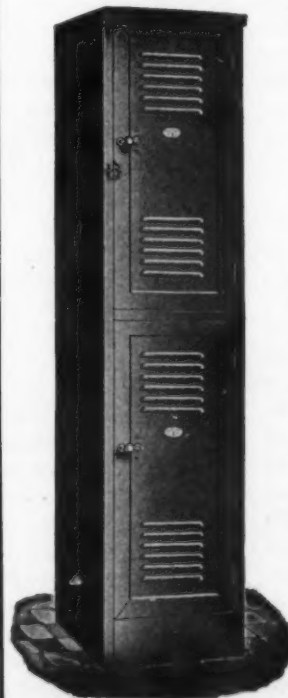
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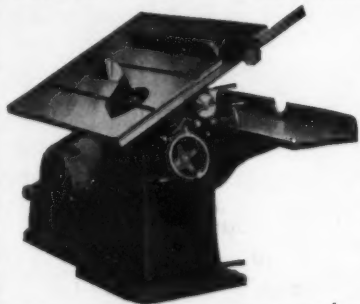
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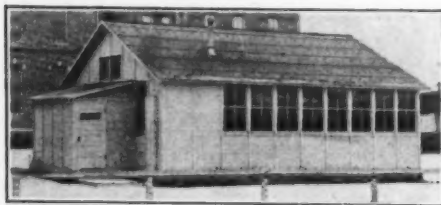


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vanced education, for professional training, and for merit? The tendency at present, however, is strongly toward schedules based upon experience, education, training and success with the teachers grouped into three or four classes. Before a teacher is eligible for a higher class she should meet certain requirements in experience, education, training and efficiency.

Nearly all superintendents who are promoting largely on education and efficiency testify to the practical value of such schedules. A superintendent says: "One of the far-reaching movements of the past year was the organization of the system for the employment and promotion of teachers and fixing their salaries. The new schedule which classifies teachers according to experience, preparation and success rather than upon experience alone, is having the effect of arousing teachers to the necessity of making professional preparation for the responsible work they have to do. Never before in the history of the schools have so many teachers attended summer schools, colleges and universities. More teachers' periodicals are being read than ever before, and teachers are taking every advantage to improve themselves in the technique of their profession."

Evaluating Teachers' Services.

The only difficulty in administering a salary schedule based largely upon efficiency is that

of determining who is and who is not efficient, because of a lack of standards in evaluating a teacher's work. To administer such schedule efficiently the superintendent must necessarily adopt certain standards and make them known to his teachers so that they will know definitely what is demanded of them.

The results obtained in the ordinary examination of pupils are not always reliable for testing teaching efficiency. Other standards must be used. Some superintendents in testing the work of their teachers are using the standards employed by Mr. Curtis, Dr. Thorndike and others. Superintendent Don. C. Bliss, of Montclair, N. J., says in a letter recently received at the Bureau of Education: "The testing for efficiency does not imply a long, formal examination of the old-fashioned type, with the results marked in per cents and a teacher's ability estimated by the place her class attains in the scale of the whole city. With the varying personnel and environment of the different classes, such an estimate is manifestly unfair to the teacher. The fairer way is to use standardization methods employed by Dr. Rice, Dr. Thorndike, and Mr. Curtis, establishing from the results obtained all over the city an average standard for that city, to the attainment of which a class, and thru the class the teacher, may rightly be held. In this way the teacher's work is judged

on its merits, above or below the established standard, not by comparison with the work of another teacher in a school in which conditions may be many times easier than those with which she has to contend. For years I have used this method in three different States with a minimum of nervous energy on the part of the superintendent, teacher and class and a maximum return in the way of definite knowledge of the teacher's power and attainment, together with exact information regarding the points on which she needs help."

But other standards are also necessary. When the superintendent visits a classroom what standards does he use to evaluate the work? Probably the best and most easily understood are those formulated by Dr. Frank McMurtry in his report on the quality of classroom instruction in the New York City schools. He judged the work by four standards which are easily applied by the professionally trained superintendent: (1) What purposes are inculcated in the pupils? (2) Are the pupils taught to weigh values? (3) Are they trained to organize ideas? (4) Is power of initiative developed in the pupil? These four standards are amply sufficient in testing a teacher's work. Furthermore, if a teacher knows that she is to be judged by them, she will attempt to attain them and she will know, if she has had the proper in-

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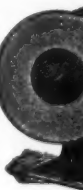


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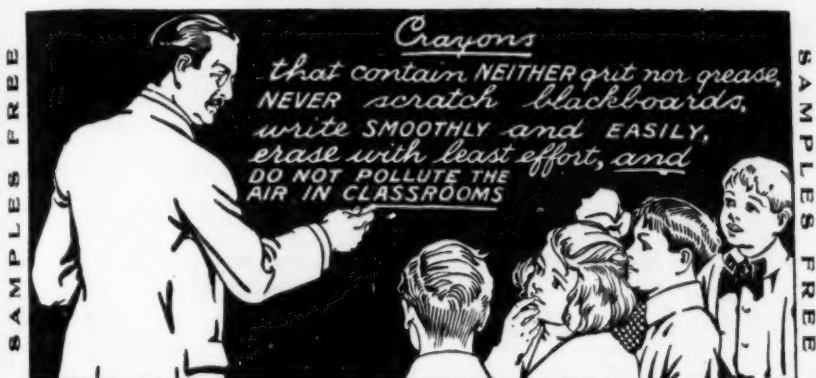
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struction when she is succeeding and when she is not. As long as a superintendent does not formulate some such standards the successful grading of a teacher as excellent, good, medium or poor is practically impossible. Efficient administration demands standards to test teaching.

The Course of Study.

Among other topics that should be discussed under the head of professional administration are the course of study and retardation.

In brief, no system of schools can be efficient without a well-planned course of study. A certain amount of work should be definitely assigned for each grade and the teacher held to its accomplishment. The superintendent, however, should consult with his teachers before making assignments to obtain their opinions regarding the amount that can be successfully accomplished, but the final decision should be made by the superintendent. If each teacher is permitted to determine what she is to teach in her respective grade chaos will be the result.

With respect to retardation a school system in its last analysis is efficient or inefficient, as it does or as it does not promote most of the pupils. A school with many children repeating a grade needs to analyze itself to determine whether these children are subnormal, whether the teaching is poor, or whether the work is too difficult. In any school where 15 or 20 per cent of the pupils are retarded it is evident that something is wrong. What it is the administrator must determine. In my opinion there would be less retardation if the work were better adapted to the varying abilities of the pupils, if all unessentials were eliminated from each subject. Many superintendents tell me that since they

have eliminated useless topics in arithmetic and other subjects, retardation has been considerably less. Great as the problem is and as much as it has been discussed some teachers and administrators fail to realize that retardation is causing a great financial and educational waste. In conclusion, let me repeat that efficient professional administration demands: (1) A careful study of relative values; (2) The selection of teachers by the superintendents; (3) A definite plan for the improvement of teachers in service; (4) Standard to test the quality of teaching; (5) A definite course of study; (6) A careful study of the causes of retardation and of methods for its prevention.

SCHOOL GARDENS IN AMERICA.

(Concluded from Page 13)

tack. The school garden and home garden go hand in hand. Let each school, therefore, start a school garden, even if it be made up of boxes filled with earth perched upon a window ledge. Some teacher in the school will volunteer as head garden teacher and the necessary expense involved, as for seeds, garden tools, and fertilizer, including soil when necessary, preparation and fencing, should be supplied by the Board of Education. In addition to this garden-teacher in the school, who can easily conduct the necessary work in addition to her classroom work, there should be some one given the responsibility of supervising school gardens for the entire town or city. During the summer vacation I believe it is best to encourage regular classroom teachers to conduct the work by giving them a bonus-salary rather than to depend entirely upon garden teachers who must become acquainted with the children. In this way the cost will

be kept to a minimum. The work will slowly develop until the most effective way in any given town will be established. Wherever there is room for a garden of a thousand square feet, each child should be assigned to an individual plot and the work may be done by the pupils of the fourth or fifth year only. The produce should go to the child who cultivates the plot, and every effort should be made to correlate the work with the regular school studies.

Are School Gardens Worth While?

It would probably be the most convincing argument for you to visit such a beautiful garden as the Fairview Garden in Yonkers, N. Y.; the National Cash Register Boys' Garden in Dayton, O.; the St. Mary's Park Garden in New York City; the Woodlawn School Garden in Portland, Ore.; the Seventh Street School Garden in Los Angeles, Cal.; the Rosedale Garden in Cleveland, O.; the Wainwright School Garden in Philadelphia, Pa.; and many others that I should love to mention here. Or, a trip thru Canada, visiting the Teachers' Gardens at Guelph, Ontario, and the splendid attempts out on the Prairies of Saskatchewan—all these would certainly convince you that children are made stronger and happier and better equipped for life thru this new factor in education. School Gardens are an integral element in our educational system. They are fundamental, because man was placed in a garden and was made to live in the great open. He who educates his child anywhere else does so at a great risk. The great growth of the American Association would surely indicate that the work which was begun less than 25 years ago in this country will certainly succeed.

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Such is Fame.

It is an old saying that no man is a hero to his own wife. On the same principle, no doubt, people who come in contact with the families of celebrities are apt to think of them not as great public men, but as the relative of some person with whom they are daily associated. Dr. John Huston Finley, the new commissioner of education for New York State, illustrates this by the following incident:

"After the ceremonies of dedicating the new buildings of the College of the City of New York, I walked to my home dressed in my academic robes. My little son, and several of his comrades, were playing before the house and they stopped in awe as I approached. Finally, as I came close, one of them said: 'Aw! It's only John's dad,' and turned back to his play."

"After dedicating these great buildings I was still 'John's dad.'"

No Change Possible.

When Myron brought home his monthly school report, it made a very poor showing, according to Harper's.

"This is very unsatisfactory," said his father, looking over the report, "I am not at all pleased with it."

"I knew you wouldn't be," answered Myron. "I told teacher so, but she said she couldn't change it."

Paul—Say, pop, what's an obtuse angle?

Pop—An obtuse angle is an Englishman to whom you try to explain a joke.

The Old Story.

Professor (returning home from a visit)—Aha! Your absent-minded husband didn't forget to bring home his umbrella this time. See!

His Wife—But, Henry, when you left home you didn't take an umbrella.

Slips and Slips.

A young teacher in an upper grammar grade in an Ohio school, asked her pupils to name several kinds of slips, and received the following answers:

"I gave my girl the slip."

"I slipped on a banana peel."

"I wear a princess slip."



"And have you a nice nurse?"

"Yes; but she's awful wicked."

"How?"

"She tells us Bible stories on week-days!"

Interesting Trip.

Visitor—Your wedding trip to Italy must have been magnificent, Mrs. Professor, especially thru Switzerland?

Professor's Wife—We saw very little of the Alps as my husband insisted upon examining me on my Italian vocabulary.—*Fliegende Blaetter*.

In the Electrical Class.

Instructor: What is the unit of power?

Student (who has not been paying attention): Er—what, sir?

Instructor: Correct—Watts.

Spelled Like It.

A school nurse, following up a "case" in the Italian district of Chicago, found the following sign hung in the door of the child's home which proved to be a cobbler's shop:

Closed on

Act. Sickes

In Famly.

"Did you write that card yourself?" she asked the cobbler as a means of getting an opening.

"I no write," the Italian answered. "I got a friend is a barber across the street; he ben to college."

A man making a visit to his home town was invited to address the Sunday school.

"I am reminded," he said, "of the career of a boy who was once no larger than some of you little fellows. He played truant when he was sent to school, went fishing every Sunday, ran away from home when he was ten years old, learned to drink, smoke tobacco and play cards. He got into bad company, spent his time in stables and saloons, finally became a pickpocket, then a forger, and one day, while in a state of intoxication, he committed mur-



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der. Children," he asked, in an impressive tone, "where do you think that man is now?"

Willie rose to his feet and quickly shouted:

"He stands before us!"—*Harper's Magazine*.

A Scholarly Wit.

The quick mind of the late Doctor Haig-Brown, master of the famous Charterhouse School in London, was ever ready, according to the London Telegraph, to seize upon an absurdity and give it a witty turn.

A fond parent once wrote, asking him to "inter" her son at Charterhouse.

"Dear Madam," he wrote back. "I shall be most happy to undertake your son."

Little Sallie (who has been reprimanded for the spelling mistakes in a letter to a former chum): But, mother, Nellie wants a letter, not a spelling lesson.

Sentimental Young Lady—"Ah, professor! What would this old oak say if it could talk?"

Professor—"It would say, 'I am an elm.'"

His Nationality.

Teacher (taking customary school census at beginning of year)—"Well, Fritz, what nationality are you?"

Fritz—"Me? Why, I'm a black republican, every time."

"Good" Teacher.

Director Cornassel (to applicant for the "skule"): Are ye a good teacher?

Applicant (flustered): Yes, sir. I go to church every Sunday.

Sehr Einfach.

Professor A: "Wissen Sie, Herr Kollege, ich habe immer Schwierigkeiten, mir das Alter meiner Frau und Kinder zu merken!"

Professor B: "Sehen Sie, das kann mir nicht passieren! Mein aeltester Sohn ist 2,300 Jahre nach Sokrates geboren, mein Elias 2,000 nach dem Einzug des Tiberius Gracchus in Rom, meine Ella 1,500 nach dem Beginn der Voelkerwanderung und meine Frau 1,800 Jahre nach der Ermordung des Julius Caesar!"



Anxious Moments.

—Chicago Record Herald

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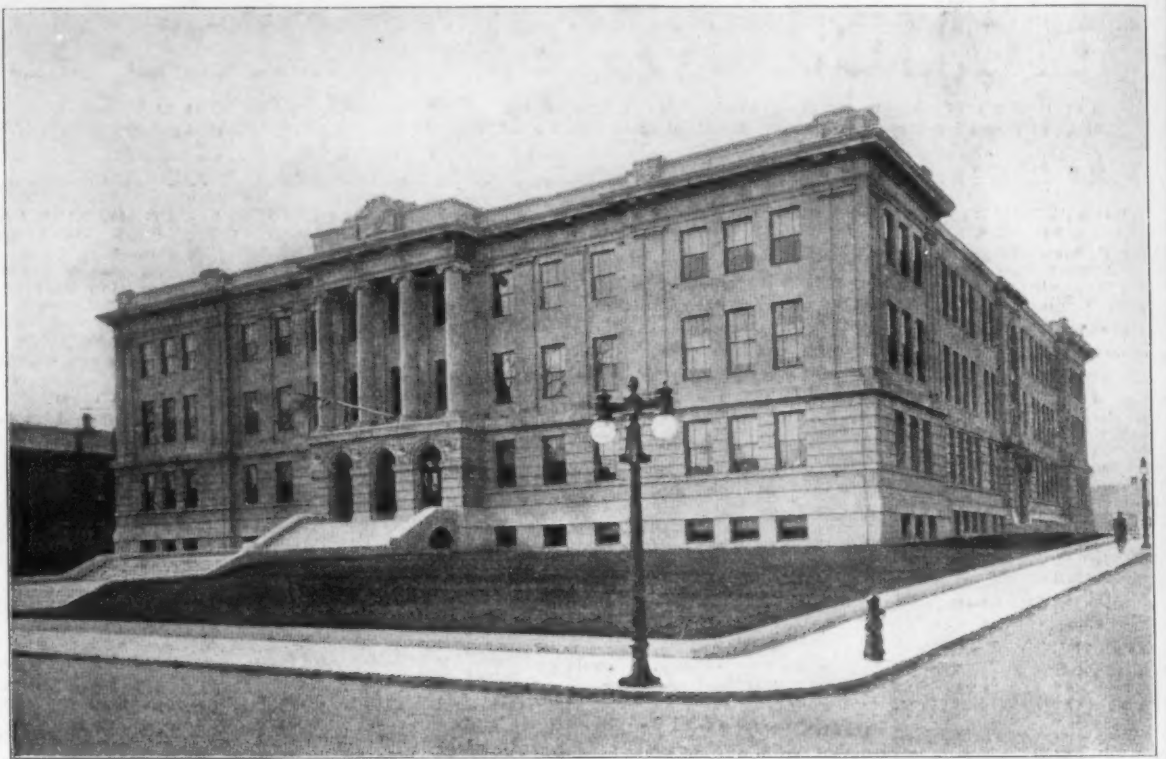
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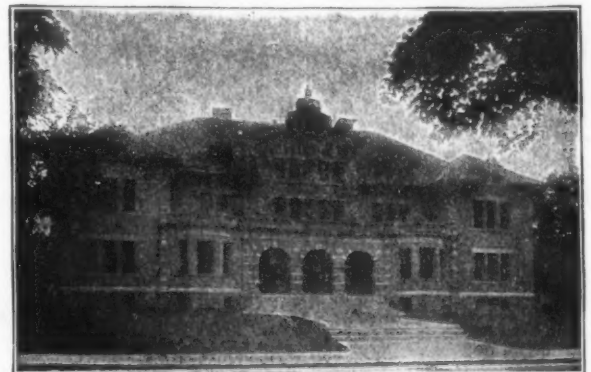
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